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ABSTRACT

Designed to be both process and product oriented, the workshop was held to study secondary educational opportunities for migrant students to develop working policies to complement existing school programs. Objectives were to: create an awareness of the unique characteristics, education needs, and barriers preventing full access to quality education for migrant secondary students; identify promising approaches to creating effective interstate secondary education programs for migrant secondary students; and develop alternative policy statements that can be used by decision makers as a foundation for creating secondary education opportunities, including interstate/district credit accrual-exchange opportunities for migrant students. Representing 28 states, the more than 197 participants included Chief State School Officers, state migrant education personnel, state and local board members and superintendents, principals, and migrant program staff. The participants collectively developed nine resolutions pertaining to: graduation requirements; state efforts in identification, recruitment, enrollment and provision of educational services; state and nationwide dissemination of information on secondary programs; implementation of appropriate testing schedules; communication of high school credit requirements; parental involvement in educational process; state commitment of resources; interagency cooperation; and coordination of state and local resources. Appendices include the participant workbook, workshop agenda, and list of participating states and participants. (NQA)

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National Policy Workshop

on

Education for Migrant Secondary Students

Proceedings Handbook

Seattle, Wa. August 18-20, 1981

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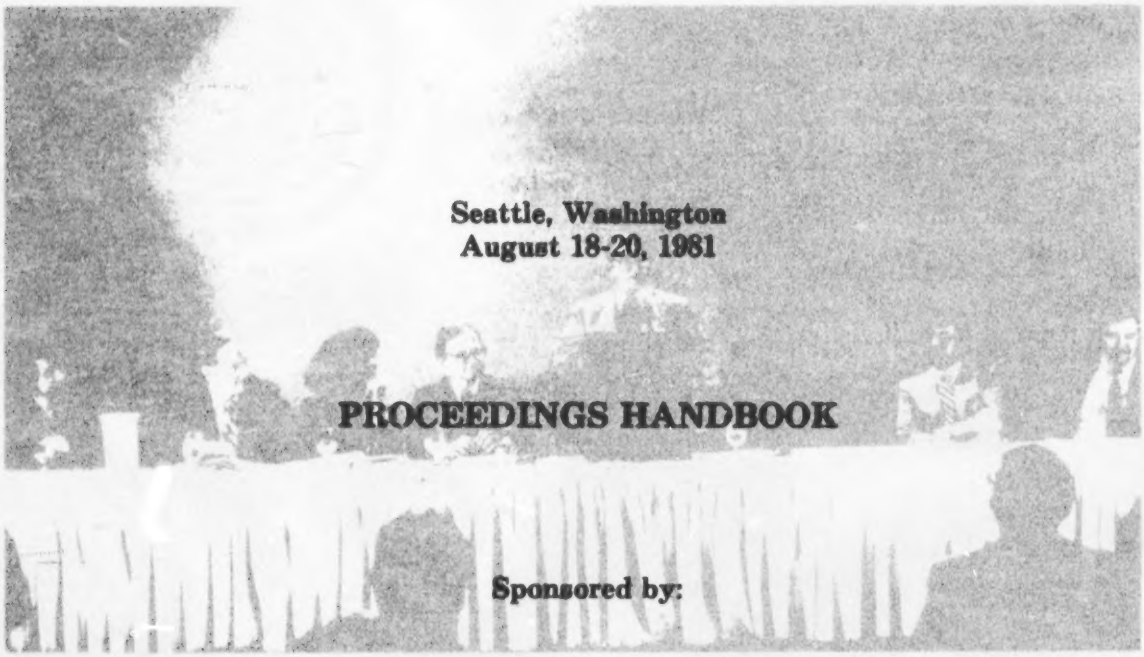
NATIONAL POLICY WORKSHOP ON EDUCATION FOR MIGRANT SECONDARY STUDENTS



Seattle, Washington
August 18-20, 1981

PROCEEDINGS HANDBOOK

Sponsored by:

National Association
of State Directors
of Migrant Education (NASDME)
Mr. Robert Youngblood, President

Education Commission of
the States Interstate Migrant
Education Task Force
Congressman William D. Ford,
Member of U.S. House of
Representatives, Chairman

In Conjunction with:
Migrant Education Program
U.S. Department of Education
Washington State Office of Superintendent of Public Instruction

Dr. Frank B. Brouillet, Superintendent
Mrs. Mona H. Bailey, Assistant Superintendent, Div. of Grants and Equity Programs
Mr. Raul de la Rosa, Coordinator, Title I and Migrant Education

Senator John D. Perry, New York State Senate, Workshop Moderator

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I. FOREWARD

We have a public school system that admittedly has existed on the dreams of people like Thomas Jefferson, who believed that the single most important thing that government could do for its people is put them together with the ability to enlarge their intellect and their ability to learn. He foresaw the importance of universal educational equal opportunity as the very foundation of the America that he and the founding fathers dreamed of.

We have faltered along the way, but one of the exciting things we can do today is to get involved with the problems of population-- like the migrants--and look at it as a challenge to meet the promises of people like Thomas Jefferson. It then begins to be fun, because one can say, "Here I am in a position with an opportunity to form public policy and goals for the future, and indeed it all hasn't been done before me by somebody else." Here is a place where we still have a challenge. We still have an opportunity that is every bit as challenging as it was for the people who developed the first one-room schoolhouses all across the country.

I know of no better opportunity to apply the very best qualities which have helped make this country great, than the opportunities that still lay ahead of us with populations like, but, not exclusively limited to, the migrant children.

Migrant farmworkers are among the most noble citizens we have. I am proud to have a chance to work with you so that life can be better for them and their children. Those of you who come here, come because you have a commitment to education and because you are proven people of goodwill. You have a very special obligation placed on you to help those people who nobody else really wants to help.

CONGRESSMAN WILLIAM D. FORD
Member of U.S. House of Representative
Excerpt from Workshop Keynote Address

CONGRESSMAN WILLIAM D. FORD (D-MICH.), KEYNOTE SPEAKER FOR THE NATIONAL WORKSHOP HELD IN SEATTLE

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II. WELCOME

We know what the problem is for migrant secondary students; we have several good models throughout the nation, but we have not yet devised a way of taking these successes out of isolation and replicating them in another. That is, a place where you have a strong local group, a strong school district, a strong commitment, and a strong staff enables you to get these things done. But we must now find a means to take successes out of one place, and move them to educational systems in other states.

I am hopeful that this National Policy Workshop will provide us with a national framework on which each migrant student can build a successful educational experience. We want to offer those young people three things: One, an environment in which to learn; two, credit towards graduation wherever that credit is earned; and three, freedom from the burden of guilt that is present in many situations for not giving the family economic support.

DR. FRANK B. BROUILLET
Washington State Superintendent of Public Instruction
Excerpt from Luncheon Speech

FRANK BROUILLET, WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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III. EXECUTIVE SUMMARY

On August 18-20, 1981, a National Policy Workshop on Education for Migrant Secondary Students was held in Seattle, Washington, in an effort to study secondary educational opportunities for migrant students with the goal of developing working policies to complement existing school programs. The Workshop was sponsored under the aegis of Congressman William D. Ford, the Chairman of the ECS Interstate Migrant Education Task Force, the National Association of State Directors of Migrant Education, the U.S. Dept. of Education and several other educational organizations. The goals of the Workshop were to:

1. Heighten the awareness among the participants concerning problems, needs, promising approaches, and potential solutions for migrant secondary students.

2. Create general realistic recommendations by educational policy makers in national organizations and at the federal, state and local levels of governance.

3. Develop policy resolutions that would lead to the establishment of national procedures that would ensure inter/intra state reciprocity of secondary exchange and accrual agreements within and across state borders.

Over one hundred ninety-seven (197) people from twenty eight states attended the Workshop.

Members of the Chief State School Officers, state and local superintendents, principals, State Migrant Education personnel and migrant project staff met in both small group sessions according to position/regional designation and in general assembly.

Topics addressed in the small group sessions included reports to the general assembly on:

Analysis and definition of issues relating to roles and responsibilities in serving migrant secondary students.

Discussion of promising approaches/development of recommendations to improve secondary school programs for migrant students.

Development of inter/intrastate strategies of who will assist in implementation of programs to serve migrant secondary students.

In combination with general assembly work sessions which also included panel response to work group reports and panel presentations, the participants collectively arrived at a comprehensive list of resolutions (See Section VI for entire list.) Key elements of the recommendations and policy options which evolved were:

1. Development by NASDME of proposals for adopting policies for:

   a) Establishment of reciprocity between districts.

   b) Granting full credit for competence, clock hours or proficiency tests.

   c) Issuing credit on a flexible, fractional basis.

   d) Acceptance and transmittal of coursework.

   e) Acceptance of home base school diplomas.

2. Concerted and coordinated state efforts in identification, recruitment, enrollment and provision of educational services.

   a) Compilation and provision of a resource directory.

   b) Improvement and monitoring of MSRTS.

3. Sending states to provide coursework for graduation to include:

   a) Competency test results.

   b) Language(s) of instruction.

   c) Home base school address and phone number.

   d) Individual profile - itinerary pattern so a child's migrancy pattern can be traced.

   e) The transcript to include but not limited to:

      1. Grade level.

      2. What s/he completed (status) regarding requirements.

      3. Graduation requirements and the requirements the student has mastered as they apply to his/her school from which s/he will graduate.

      4. Grade or performance percentage obtained at the time of transfer.

      5. Actual dates of attendance.

      6. When appropriate, a final and/or a semester grade.

      7. Flexibility to change a student's course of study when s/he settles out or the student changes educational goals.

   f) Acceptance of the MSRTS credit accrual form as interim document.

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4. State and nationwide dissemination of information on secondary programs.

5. Implementation of appropriate testing schedules; development of prototype schedule.

6. Communication of high school credit requirements; parental involvement in educational process.

7. Encouragement of use of traditional or alternative programs to assist in attainment of high school diploma or equivalent.

8. State commitment of resources; state contact person assigned credit exchange accrual program activities.

9. Interagency cooperation; coordination of state and local resources.

STATE SENATOR JACK PERRY, NEW YORK, WORKSHOP MODERATOR

These recommendations and policy options are the outcomes of intensive work on the part of many people and represent a foundation upon which access to education, continuity and achievements can be realized for migrant students. The general body of the Workshop speaks to all parties responsible for the educational welfare of migrant students. These recommendations speak to the federal, state and local levels of decision makers as well as those who have responsibility for program, student records and graduation requirements. Collectively, these statements represent the concern of a diverse group of individuals from many positions of responsibility about the needs of migrant students. But these statements also offer some potential solutions that can be implemented to enhance the educational achievement of migrant students.

VIDAL RIVERA (right) ASSISTANT SECRETARY FOR MIGRANT EDUCATION, DEPT. OF EDUCATION.

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IV. HISTORICAL PERSPECTIVE

A. Introduction & Background

Realization of the National Policy Workshop on Education for Migrant Secondary Students is connected to a series of efforts by many people on behalf of migrant students. These efforts have a legislative and programmatic history which have sought to provide continuity in education services to mobile migrant students. Legislatively, mobile migrant students received congressional recognition as a special needs group when the Elementary and Secondary Education Act of 1965 was amended in 1966 to establish a special mechanism which would provide for the needs of migrant children. As noted by Fuentes (1980) "subsequent amendments to ESEA-Title I, related to the migrant experience clearly expressed congressional recognition of the uniqueness in the education of migrant and mobile students. These amendments also articulated congressional intent to establish a distinct system which can deliver comprehensive educational servies effectively and efficiently to migrants and mobile students."

Programatically, the emphasis for education services to migrant students has focused principally on establishment of state programs for migrant students in preschool through grade six. According to Fuentes (1980), the strong stress on preschool and elementary activities reflects the influence from the original philosophy of Title I of the Elementary and Secondary Education Act which was to concentrate on the early grades to prepare the skills and personality foundation that would assure academic success in the running school years.

Fuentes agreed that it would be difficult to argue against the early grades emphasis approach but concluded that in light of a persistent high dropout rate--ninety (90) percent of migrant students do not graduate--it was blatantly obvious that Title I efforts needed to develop strong secondary education programs.

The ninety (90) percent dropout figure for migrant students had been rumored for some time. Yet, hard data to substantiate the figure was not forthcoming until the National Education Association (1980) scrutinized Migrant Student Record Transfer System (MSRTS) enrollment data. NEA found that there was a total enrollment (unduplicated count) of 422,190 migrant students. The breakdown by broad grade categories and their percentages of total enrollment was:

NEA presented these data to call Congress' attention to the need for assurances that migrant high school students benefit from amendments to the Higher Education Act and to emphasize the need for educational continuity for migrant farmworker families.

Despite the early emphasis on preschool elementary students, a selected few states initiated programs aimed specifically at migrant secondary students. Examples of some of the programs established to address the 90 percent dropout figure include the Texas-Washington, and New York-Florida Credit Exchange/Accrual programs, the California Mini-Corps and P.A.S.S. (Portable Assisted Study Sequence) programs, the H.E.P. (High School Equivalency Program) and C.A.M.P. (College Assistance Migrant Program) initially sponsored through the Department of Labor. Among the notable characteristics of many of these programs is their focus on secondary students, inter/intra state communications, and their general desire to help migrant students succeed beyond the elementary grades.

While such regional efforts did impact a relatively high percentage of students in selected states, by no means were the programs national in scope. The National Association of State Directors of Migrant Education (NASDME) Committee for Secondary Programs for Migrant Students (1980) outlined the problem as follows:

Category	Enrollment	% of Total
Pre-School	62,333	15%
K - 8	275,460	65%
9 - 12	84,397	20%

A more detailed breakdown of the migrant high school enrollment showed that there was a decreased enrollment (dropout) between grade levels:

Total MSRTS Enrollment 422,190 — Total 9-12 Enrollment: 84,397

Grade	Total Enrollment	% MSRTS Total	% 9-12 Total	% Decrease Between Grades
9	29,484	7%	35%	-
10	23,696	6%	28%	7%
11	18,324	4%	22%	6%
12	12,893	3%	15%	7%

A comparatively high rate of attrition in secondary school participation and correlative low index of graduation for interstate secondary migrant student farmworkers exists.

The Committee identified the problem subsets as follows:

1. Lack of precise statistics describing the extent of the problem, as well as the academic categories (over achievers, achievers, marginal achievers) of secondary students affected.

2. Insufficient understanding of the highest frequency factors that contribute to the deterioration of desire or opportunity to complete secondary education.

3. Incorrect assumptions and inferences about the relationships and dynamics between migratory student farmworkers and school systems; e.g., interpretation of student's and school's capacity to complement each other (school staffs generally infer migrant students do not care for schooling).

4. Lack of local and/or national awareness that a problem exists for both 1) schools and 2) pupils due to student's educational discontinuity; e.g. the local and national effect of producing and maintaining secondary migratory students who are educationally dysfunctional.

5. Lack of ability to focus on the problem of pragmatically defining/developing testing solutions and negotiating these solutions (both policy and programmatic) between entities harboring the greatest share of the students; e.g. Texas and states receiving largest exports of secondary school migrant student farmworkers.

6. Lack of inter- and intrastate information dissemination to 1, 2 and 4 aforementioned.

The NASDME Committee outlined several recommendations to address the problem. Three of the recommendations call for a process which, in effect, would lead to establishment of a "national forum" (recommendation No. 7) "to review the problem and seek solutions."

The ECS Task Force under the leadership of its chairman Congressman William D. Ford had called for increased emphasis for secondary students through a series of recommendations beginning in 1977. One of the Task Force recommendations called upon the U.S. Department of Education to:

> . . . .host a biannual articulation conference in the Western, Eastern and Central United States, where each agency will compare course offerings, with special emphasis from local education agencies. . . .

In January 1980, the U.S. Department of Education solicited input from the states with regard to Migrant Education activities to be funded under Section 143 of Title I ESEA. The Department of Education hosted a meeting to satisfy the statuatory requirements of Section 143. . ." in consultation with the states. . ." in developing a set of recommended interstate and intrastate coordination activities. Secondary programs including credit exchange, dropout prevention, career awareness and vocational education, and expansion of programs for secondary students were included on the list of suggested areas for proposed Section 143 monies.

The U.S. Department of Education Section 143 possibility stimulated substantial activity among the states seeking to initiate or expand interstate activities. On June 12-13, 1980, Texas hosted a meeting of various state representatives to address the need for developing and submitting a grant proposal to procure monies from Section 143 Migrant Funds for the purposes of acquiring secondary credit accrual and exchange for secondary migrant students. The two-day workshop focused on several states (Texas, California, Florida, Idaho, Indiana, Minnesota, Montana, Ohio, Oregon, New York, North Dakota, and Washington) working together to pursue development of an interstate consortium for purposes of expanding programs for migrant student credit accrual and exchange. One of the proposed activities of the consortium proposal entailed conduct of a national articulation conference aimed at creating awareness and linkages among policy makers from participating states and districts.

The consortium-multistate Section 143 grant application was eventually passed on to three states while searching for an appropriate fiscal agent. Also, as part of the U.S. Department of Education scrutiny and modification, the idea for Section 143 funding for the national articulation conference was lost. Lack of Section 143 funding did not become evident, however, until less than two months before the conference was scheduled to take place.

During the period December 1980 through May 1981, a Committee chaired by Senator John Perry of the Education Commission of the States Interstate Migrant Education Task Force initiated planning activities for conducting the proposed conference. For planning purposes, many of the meetings were conducted under the auspices of the Education Commission of the States, Interstate Migrant Education Project and involved state directors from participating states. A chronology of key meetings leading up to the National Policy Workshop is presented on the following page.

RAUL de la ROSA, COORDINATOR, TITLE I MIGRANT PROGRAMS FOR WASHINGTON STATE.

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CHRONOLOGY OF EVENTS

DATE	LOCATION	PURPOSE
January 8, 1980	Washington, D.C.	U.S. Dept. of Education Announcements re: Section 143 Grants.
March 4-6, 1980	Washington D.C.	U.S. Dept of Education meeting with State Directors re: Section 143 priorities.
March 31-April 2, 1980	Seattle	National Association of State Directors of Migrant Education. Committee for Secondary Programs for Migrant Students Statement re: Major Educational Problem and its Subsets. . . . .
April 2, 1980	Denver	ECS Intersate Migrant Education Project Position Paper re: Migrant Secondary Student Credit Exchange and Accrual.
April 22, 1980	Seattle	NASDME Committee Supplement to Statement . . . .
April 24-25, 1980	Washington, D.C.	ECS Seminar on Migrant Student Credit Exchange/Accrual.
May 19, 1980	Washington, D.C.	U.S.E.D. Migrant: Suggestions for Credit Accrual System.
June 12-13, 1980	San Antonio	Multistate Consortium Planning Meeting re: Section 143 Credit Exchange/Accrual Proposal.
July 2, 1980	Billings, Montana	Meeting re: Multistate Consortium Fiscal Agent and Grant Proposal Responsibilities.
August 4-6, 1980	Denver	Meeting & Development of Multistate Consortium Credit Exchange/Accrual Proposal.
August 5, 1980	Denver	Draft Section 143, Proposal to Establish a Multistate Migrant Secondary Credit Accrual and Exchange Program.
September 11-12, 1980	Billings	Meeting to Finalize Multistate Credit Accrual/Exchange Proposal.
December 10, 1980	Washington, D.C.	Meeting with National Association of State Directors of Migrant Education Secondary Education Committee Concerning ECS Seminar on Credit Accrual and Exchange.
January 29-30, 1981	Denver	National Credit Accrual and Exchange Conference Planning Committee Meeting. First Full Committee meeting.
March 5-6, 1981	Seattle, Washington	Full Committee meeting to Finalize Conference, Goals, Objectives, Site, Target Audience, etc.
April 9-10, 1981	Chicago	Meeting of Planning Committee Representatives with Mr. Ford, Agency Staff and Key Contacts in National Organizations.
April 30, 1981	Chicago	Meeting of Planning Committee Representatives with National Association of State Directors of Migrant Education to Provide Progress Report on National Policy Workshop.
July 13-14, 1981	Seattle	Meeting of Planning Committee to Finalize Details for National Policy Workshop.
August 18-20, 1981	Seattle	National Policy Workshop on Education for Migrant Secondary Students.

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B. IMPLEMENTATION OF AN IDEA

Two key meetings of the National Policy Workshop Committee (Denver January 28, 1981; Seattle March 5, 1981) set the stage for the actual workshop. In these meetings the ECS consultant staff in conjunction with ECS Task Force members and state representatives from Washington, Texas, California and Florida made several important decisions concerning the Workshop.

First, the Committee decided that the base of professional organizations would be expanded beyond those typically associated with Migrant Education. As a result, key executives or their representatives were asked to serve on the Planning Committee and assist in planning for the Workshop. Representatives from the following associations agreed to assist and provide a communication link with their membership: North Central Association of Colleges and Schools, National Association of Secondary School Principals, American Association of School Administrators, and the Council of Chief State School Officers.

Second, the Committee decided that the focus of the Workshop should be on creating policy resolutions which could then be used at the local, state and national levels to initiate new secondary programs or to strengthen existing programs.

Third, it was decided that the policy resolutions would be developed through a participatory process involving all of the participants. The Committee decided, because of this focus, that what was originally termed a National Articulation Conference would be modified to reflect the emphasis on policy development and the participatory nature of the meeting. This eventually resulted in determination of the final name of the meeting: **National Policy Workshop on Education for Migrant Secondary Students.**

Fourth, the Committee decided that the majority of invitations to attend the Workshop be sent to individuals in policy making capacities. This decision resulted in a primary target list of potential participants from the following groups: chief state school officers, state school board representatives, local superintendents, principals, state advisory committee representatives, accreditation representatives, state task forces, teacher/counselor personnel, curriculum representatives and state Migrant Educational personnel.

Fifth, the Committee decided that state directors of Migrant Education take the lead in extending invitations to key personnel in their respective states. Representatives of NASDME, as noted in the chronology presented earlier, were involved in deliberations leading up to the Workshop and played a key role in identifying potential participants from the states. Also, where it was necessary and possible, many states contributed by providing travel assistance to the Workshop participants.

Sixth and finally, the Committee decided to seek the continuing support of the national association representatives on the Planning Committee through involvements in letters of endorsement and encouragement of their membership, plus participation in the Workshop.

C. SUMMARY - PLANNING PHASE

As can be noted, the idea for placement of greater priority on migrant secondary students spans to several years, and can be traced 1) to a few "voices in the wilderness" who initiated demonstration projects or 2) to individuals and groups with continuing concerns for the nine out of ten migrant students who never receive a high school diploma. It was not, however, until 1980 that a concerted effort was made to establish migrant secondary students as a national priority. The events leading up to the National Policy Workshop, and the individuals and associations who assisted in achievement of the workshop goals, represent a fraction of the work that must be achieved in order to fully realize the concept of quality interstate secondary programs, including effective credit exchange and accrual for migrant students. Nevertheless, the National Policy Workshop created the opportunity for identification, discussion, and resolution, in many instances, of several preplexing problems encountered by this group of students.

MONA BAILEY, ASSISTANT SUPERINTENDENT OF THE DIVISION OF GRANTS AND EQUITY PROGRAMS, OFFICE OF THE WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. MRS. BAILEY HELPED ARTICULATE IDEAS WHICH EMERGED FROM THE SEATTLE WORKSHOP

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V. NATIONAL POLICY WORKSHOP GOALS, OBJECTIVES & APPROACH

A. GOALS/TARGET AUDIENCE

On August 18-20, 1981, a National Policy Workshop on Education for Migrant Secondary Students was held in Seattle, Washington, in an effort to study secondary educational opportunities for migrant students with the goal of developing working policies to complement existing school programs. The Workshop was sponsored under the aegis of Congressman William D. Ford, the chairman of the ECS interstate Migrant Education Task Force, the National Association of Migrant State Directors of Migrant Education and several other educational organizations. The goals of the Workshop were to:

1. Heighten the awareness among the participants concerning problems, needs, promising approaches, and potential solutions for migrant secondary students.
2. Create general realistic recommendations of considerations by educational policy makers in national organizations and at the federal, state, local levels of governance.
3. Develop policy resolutions that would lead to the establishment of national procedures that would ensure inter/intra state reciprocity of secondary exchange and accrual agreements within and across state borders.

The Workshop Planning Committee viewed the workshop as a first step in expanding secondary school programs to more adequately meet the unique needs of mobile migrant students. The focal point of the Workshop was to identify methods whereby participants could cooperatively enhance migrant students' accumulation of credits toward graduation through interstate or intrastate or interdistrict exchange of credits.

The Committee also determined that participants in the Workshop would include superintendents, assistant superintendents, secondary school principals, teachers, school board members, chief state school officers, migrant educators and representatives from various professional associations.

It was anticipated that representatives from at least thirty-two states would attend the meeting including superintendents, secondary school principals, teachers, school board members, chief state school officers, migrant educators and representatives from various professional associations. The American Association of School Administrators, National Association of Secondary School Principals and Council of Chief State School Officers recognized the need for such a meeting and encouraged participation.

B. OBJECTIVES

Given the stature, diversity and range of background information anticipated among the prospective workshop participants, the Planning Committee determined that the objectives would center on a balance of information dissemination and participatory action leading to development of policy resolutions. The Committee preference was to deemphasize the typical conference-speeches format and emphasize the participatory aspect. This would result in that talents, perspectives and knowledge of all participants could be utilized to help shape nationwide policy recommedations for migrant secondary programs. These Committee decisions are reflected in the Workshop objectives which are listed below:

1. To review the literature on the importance of school administrators in effective school programs and discuss the role of administrators in implementing educational improvements.
2. To provide a framework for understanding the problems posed by mobility for students and the education system.
3. To provide examples of migrant secondary programs that are currently operating.
4. To analyze the cyclical process of serving migrant students and identify the ideal roles and responsibilities of teachers, Migrant Students Records Transfer System operators, clerks, counselors, identification and recruitment staff, principals, superintendents and state agency staff in sending and receiving states and who are responsible for serving migrant secondary school students.
5. To describe a) how educators see their roles in improving services to migrant students, and b) what critical issues and barriers educators have identified in order to improve services.
6. To develop policy recommendations identifying how to improve secondary school programs for migrant students in order to: a) reduce dropouts, b) improve student achievements, and c) create post secondary opportunities.
7. To develop interstate and intrastate plans to expand and improve secondary school programs for migrant students.

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C. APPROACH

As can be noted, the Workshop Committee arrived at a fairly substantial list of desired objectives to achieve in a two-day period. (A complete description of each objective is provided in the participant workbook contained in Appendix A).

To achieve these objectives and the desired outcomes, the staff utilized the combined expertise of members of the Interstate Migrant Education Project, state Migrant Education personnel, project staff and Washington State Migrant Education staff in a variety of capacities. These included roles as group moderators, recorders, resource persons, panelists and speakers.

The Workshop agenda (presented in its entirety in Appendix B) was structured in such a fashion to minimize formal presentations. Rather, presentations were brief and tied to specific work group objectives. The workshop participants were divided by professional position, e.g. chiefs or deputy chiefs, superintendents, and principals into five working groups for the first day-and-one-half. Each group was chaired by a moderator; these persons were generally representatives from the ECS Task Force. Each work group also contained a resource person (members of state Migrant Education Programs), a recorder to record group proceedings, a migrant student, and a staff person to assist the moderator in achievement of group goals.

Although the participants were divided by position of responsibility as noted, all groups focused on the same goals and objectives. Following each work group session (see Workshop agenda), group moderators shared the results of the previous session with all of the participants. In addition, a panel of people with extensive experience in Migrant Education reacted to or commented upon work group findings.

This format was followed until the final work group session which was designed to stimulate discussion concerning possible interstate projects among states sharing migrant students. For this purpose the participants were assigned to Midwest (including Eastern & Northern), West and Southwest work group sessions.

JANE FOSHEE, DIRECTOR
CALIFORNIA PASS PROGRAM

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D. SUMMARY
GOALS, OBJECTIVES & APPROACH

The Workshop Planning Committee designed a meeting that was both process and product oriented. Elements of the process aspect of the Workshop included the need to disseminate descriptive information concerning 1) the migrant poplulation; 2) characteristics and needs of migrant students; 3) needs, characteristics, problems of migrant secondary students; and 4) alternatives to serving migrant secondary students. The information dissemination portion of the Workshop was achieved, in part, through formal presentations, but mainly through 1) sharing of information in group sessions, 2) discussions during general assemblies, and finally 3) on an individual basis during meals or activities following formal Workshop proceedings. The intent of the Committee was to create a dialogue among all of the participants to share information, clarify problems and develop recommendations for possible implementation at the federal, state and local levels of education. The group reports presented to all participants, plus the eventual policy statements comprised the product of the Workshop. These results are reported in the next section.

In summary, it should be emphasized that the aim of the Workshop was to:

Create an awareness of the unique characteristics, education needs, and barriers preventing full access to quality education for migrant secondary students;

Identify promising approaches to creating effective interstate secondary education programs for migrant secondary;

Develop alternative policy statements that can be used by decision makers as a foundation for creating secondary education opportunities, including interstate/district credit accrual-exchange opportunities for migrant students.

DR. ROBERT TIDWELL, FOUNDER, TIDWELL FOUNDATION. THE GROUP IS DEDICATED TO THE HEALTH OF MIGRANT CHILDREN.

DAVID RANDALL, DIRECTOR, WASHINGTON STATE MIGRANT EDUCATION RESOURCE CENTER

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VI. NATIONAL POLICY WORKSHOP RESULTS

A. INTRODUCTION

As noted in the preceding section, the approach used in the Workshop was both process and outcome oriented. Attendance at the Workshop, attendance at the various problem solving sessions, dissemination of information in formal and informal sessions constitute some of the aspects of the process portion of the workshop. The process portion was linked very closely to the outcome portion of the proceedings. That is, each segment of the Workshop was tied to specific goals and objectives (See Participant Workbook Appendix A). For example, a general presentation to the participants on the topic - - "A framework for understanding the problems posed by mobility for students and the education system" - - was followed by work group sessions in which the participants were required to identify, from their own perspectives (i.e. district, state, position, etc.) policy and program barriers that are now inhibiting secondary school programs.

The results of the work group sessions were then reported by the moderators to the general assembly in a subsequent session. At this time a panel of Migrant Education specialists was given an opportunity to react to the work group reports. Following the panelists reaction, participants were also given an opportunity to comment, clarify statements or pose questions. It was intended that the process used would achieve an atmosphere of shared understanding, participatory decision making and ownership of the policy resolutions.

B. PARTICIPANTS

Over one hundred ninety seven (197) people attended the Workshop. Twenty-eight states were represented at the Workshop (See Appendix C for a complete listing of states, the attending number and list of participants) with regional representation as follows: Northern-Southern-Midwest-Eastern - 17 states, Western - 6 states and Southwestern - 5 states. By category of participant, the Workshop achieved its desired goal of having the majority of participants from policy making positions. Seventy-three (73) participants were from policy making positions. The breakdown by category of participant was as follows:

Position	Number
U.S. Department of Education	3
Chief State School Officer or Deputy	12
State Directors of Migrant Education	17
State/Local Board Members	11
Local Superintendents	30
Principals	12
State Migrant Education/Migrant Program Staff	89
Other (Accreditation, MSRTS, Presenters)	23
TOTAL	**197**

The turnout for the Workshop was a major surprise to the Planning Committee because the dates selected were so close to the start of the school year. Originally during the planning sessions prior to the Workshop, the Committee conservatively estimated a possible turnout of seventy five to 100 participants. The eventual turnout, responsiveness, and understanding of people who attended the workshop at an unpredictable time of year constituted a major achievement for the Committee and many others involved in conducting the workshop.

C. WHAT WERE THE OUTCOMES?

It would be somewhat repetitious and inefficient to report the recorded proceedings of each of the thirteen separate work group sessions (five groups A-D-two work sessions; three regional groups-one work session). Rather, it is important to know that the information and recommendations developed by the separate groups was ultimately reviewed, discussed, synthesized and adopted by the entire Workshop assembly. This was accomplished over the two-day period of the Workshop through a laborious but effective procedure. Starting with multiple ideas, everyone had an opportunity to offer a recommendation or comments on others', eventually refining them to those that the entire assembly wished to adopt.

Participant review and endorsement of the policy options which had evolved during the Workshop occurred during the final work session of the assembly. One observer commented that this particular session had the atmosphere of work sessions at national political conventions because it entailed discussion by distinguished "delegates" from throughout the nation with often divergent views on a particular matter. This session was moderated by the Assistant Superintendent of Public Instruction from the State of Washington, Mrs. Mona H. Bailey. Mrs. Bailey, in conjunction with Senator Perry, work group moderators and staff had prepared a lengthy list of recommendations and policy options for review, modification and adoption by the participants.

In contrast to other conferences wherein attendance dwindles as the conference winds down, attendance at the National Policy Workshop final session swelled to over two hundred people. The size of the assembly presented some difficulties in terms of presenting the list of recommendations and policy options, but it was resolved by projection of each item for review via on overhead projector so that everyone could read and react to what was being adopted.

NINE RESOLUTIONS

Listed below are the policy options and recommendations that were adopted by the participants at the National Policy Workshop on Education for Migrant Secondary Students:

1. Recognizing that a significant portion of the nation's population is mobile, and that such mobility limits a high school student's opportunity to meet state and local graduation units of credit requirement,

   Therefore, *be it resolved* that this workshop urges the National Association of State Directors of Migrant Education (NASDME) to develop proposals to be submitted to Chief State School Officers, State Boards of Education, and such national educational organizations as the Council of Chief State School Officers (CCSSO), National Association of Secondary School Principals (NASSP), Education Commission of the States (ECS) and National Association of State Boards of Education (NASBE) to assist in adopting policies enabling local school districts to establish graduation requirements for migrant students by:

   A. Establishing reciprocity between and among districts for completed coursework for which credit has been granted from an accredited secondary institution.
   B. Granting full credit for demonstrated competence or performance, clock hours or proficiency tests.
   C. Issuing credit on a flexible, fractional basis.
   D. Accepting, sending and receiving schools' course-work to be continued in receiving schools.
   E. Acceptance of diplomas sent by students' home base school in schools where students reside at the time of graduation.

2. *Be it resolved* that each state make a concerted and coordinated effort to identify, recruit, enroll and provide educational services for all secondary students in that state. Effective communication should take place among all states and cooperating agencies in the identification and recruitment of secondary students in order to provide continuity of services for these students wherever they are found.

   Be it further resolved that, as part of this process, each state director compile and provide a resource directory of all agencies providing education, employment and/or training services to potential migrant students between the ages of 14 and 21.

   Be it further resolved that state agencies must improve and monitor the implementation of the Migrant Student Record Transfer System (MSRTS) to insure the efficient utilization of the system.

3. *Be it resolved* that each sending state school district provide, for its home-based migrant students, a course of study for graduation based on that local education agency's requirements, entered and maintained on the MSRTS, and updated by each receiving state in which that student is serviced by including:

   A. Competency test results.
   B. Language (s) of instruction.
   C. Home base school address and phone number.
   D. Individual profile - itinerary pattern so a child's migrancy pattern can be traced.
   E. The transcript to include but not limited to:

      1. Grade level.
      2. What s/he completed (status) regarding requirements.
      3. Graduation requirements and the requirements the student has mastered as they apply to his/her school from which s/he will graduate.
      4. Grade or performance percentage obtained at the time of transfer.
      5. Actual dates of attendance.
      6. When appropriate, a final and/or a semester grade.
      7. Flexibility to change a student's course of study when s/he settles out or the student changes educational goals.

RESOLUTIONS

Be it resolved that in the absence of an official transcript, the credit accrual form of MSRTS will be an acceptable interim document of academic credits, courses to be completed, and such other items to be added and approved by the National Association of state Directors of Migrant Edcuation (NASDME).

4. *Be it resolved* that states utilize whatever resources are available to disseminate information, to provide the opportunity to share program iformation, ideas, problems and solutions, and to model successful secondary migrant state programs.

5. *Be it resolved* that in states where competency tests are mandated, that the NASDME be encouraged to implement appropriate testing schedules to assure access by migrant secondary students. It is further recommended that the NASDME assume the leadership role in development of the prototype schedule for use by the states.

6. Whereas the success of the academic setting is contingent on a team effort between school and home,

   Be it resolved that the educational institution has the obligation to communicate requirements on high school credit accrual based on time and performance leading to high school graduation to parents of migrant secondary students.

   Be it further resolved that the school has the responsibility to encourage and welcome parent participation in educational process of their children.

7. *Be it resolved* that schools assist migrant students in the attainment of a high school diploma or its equivalent either through a traditional school system or through an alternative certified program such as the High School Equivalency Program (HEP).

8. *Be it resolved* that each state which shares migrant students commit, as a priority, the necessary financial and human resources to coordinate the credit exchange accrual program.

   Be it further resolved that each state assign a contact person to accomplish this task.

9. *Be it resolved* that the state agencies which operate migrant farmworker programs articulate program objectives and/or plans and seek the assistance of other agencies in the educational process.

   Be it further resolved that state agencies encourage, through incentive and/or regulation, the cooperation and coordination of resources on the state and local levels.

These recommendations and policy options are the outcomes of intensive work on the part of many people and represent a foundation upon which education access, continuity and achievements can be realized for migrant students. The general body of the workshop speaks to all parties responsible for the educational welfare of migrant students. These recommendations speak to the federal, state and local levels of decision makers as well as those who have responsibility for program, student records and graduation requirements. Collectively, these statements represent the concern of a diverse group of individuals from many positions of responsibility about the needs of migrant students. But these statements also offer some potential solutions that can be implemented to enhance the educational achievement of migrant students.

D. SUMMARY & FOLLOW UP

Implementation of these proposed recommendations *will be the true test of the success of the National Policy Workshop.* A substantial amount of work, thoughtful deliberation and negotiation went into the development of these statements. Nevertheless, at this time they remain just that . . . . statements of intent. It will be the task of the National Association of State Directors of Migrant Education, the federal Office of Migrant Education and concerned state directors to transform these policy recommendations from statements into action. To do so, it will be important to work with the professional organizations, the education officials and others who helped shape the ideas expressed in this document.

To address this very important question of follow up, the general assembly adopted the following resolution:

> Whereas the National Policy Workshop on Education for Migrant Secondary Students was convened at the request of states which were convinced of the need for increased interstate cooperation in order to achieve the maximum benefit from federal, state, and local resources, *be it resolved* that the state representatives attending the National Policy Workshop communicate to their state legislators and members of Congress, their support of the federal Title I Migrant Education Program, and the increasing need for states to coordinate curriculum, academic credits, graduation requirements and continued updating of the Migrant Student Record Transfer System with the goals of assuring access for migrant children to educational opportunities in all of the states, and raising the level of high school graduation.

Action on the part of the National Association of State Directors of Migrant Education was immediate in terms of support of the resolutions plus a willingness to move forward with specific activities. Mr. Robert Youngblood, President of the Association indicated that the Executive Committee of NASDME would meet immediately after the Workshop adjourned to take action on the recommendations. Also, the State Director of Migrant Education in Texas indicated that the superintendents who attended from his state had organized and planned to visit the Chief State School Officer of Texas to discuss the resolutions developed in order to ensure implementation.

Four specific action oriented steps were outlined and agreed upon by the Workshop participants:

1. That the Education Commission of the States Interstate Migrant Education Task Force and the National Association of State Directors of Migrant Education send the policy options that are ratified for their consideration to the Council of Chief State School Officers, and the National Association of Secondary School Principals.

2. That meetings be established with the groups identified in I (above) to determine action to be taken on the resolutions and policies.

3. That Workshop participants seek agreement and implementation strategies upon returning home with their local districts and state education agencies.

4. That regional implementation meetings be held to follow up the National Workshop. It is suggested that these follow up meetings take place on the spring of 1982 and that state directors establish regional planning committees to plan the regional meetings. It was suggested as part of this action item that state directors establish the regional planning committees by December of 1981.

The preceding *resolutions, recommendations* and *action steps* constitute the outcomes of two-and-one-half days of deliberations by education representatives from throughout the nation. But, as noted by two distinguished participants, the resolutions now have to be translated into *meaningful and lasting action:*

> ". . . . when we walk out of this hotel this afternoon, we're walking out knowing that we each have a role to play, and that something is going to happen to what you came here and sweated and labored over for the two-and-one-half days that you have been here . . . ." Mrs. Monica M. Bailey, Washington State Assistant Superintendent of Public Instruction.

> ". . . .I'm very concerned about the number of migrant students who finish the twelfth grade . . . . with the kind of discussion I hear today, we can reduce that down to a very small percentage of dropout students, and I think that's where we want to go. We don't want this segment of our population to be forgotten . . . I feel good about what I have heard today but I hope it wasn't an exercise in futility. I hope we didn't come here and have some friendship and see old friends and go through a process of doing some work, and then leave here and come back next time and start from ground zero." Dr. Vincent Reed, Assistant Secretary of Education, U.S. Department of Education

VII. REFERENCES

Fuentes, R. Preparted Testimony to Congress, Department of Education, Officer of Migrant Education Services - "*Education for Mobile Populations in America*, National Education Association, January 1980.

National Association of State Directors of Migrant Education, Secondary Education Committee Position Statement: "Major Educational Problem and its subsets for National Secondary Seasonal Migratory Student Workers," NASDME committee, Unpublished Paper, Seattle, Washington, April 2, 1981.

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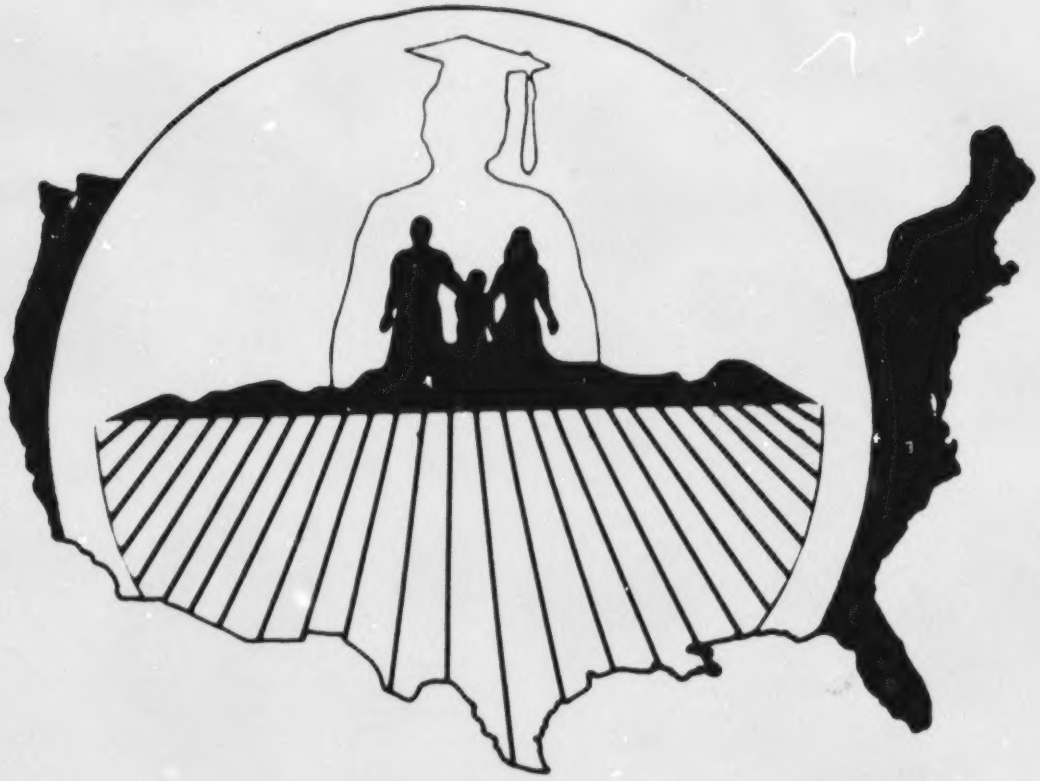
APPENDIX A

Participant Workbook



National Policy Workshop

August 18-20, 1981

Doubletree Inn, Seattle, Wa.

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

August 18, 1981

TO: National Policy Workshop on Education for Migrant Secondary Students Participants

FROM: Raúl de la Rosa, Chairman, Committee for Secondary Programs for Migrant Students, National Association of State Directors of Migrant Education

RE: Participant Workbook

This workbook is provided to clarify the purpose of each session, and to provide a space for you to make notes of your thoughts about each topic. Please study this workbook prior to the sessions, whenever possible. This will allow for maximum useage of our time during the work group and general sessions.

Please remember this is a policy workshop; we are not asking you to design new programs. Rather, we would like to first review the problems and some promising approaches to those problems, and then develop recommendations concerning the policies required to implement those approaches.

'Policy' is a broad term. We are using it to describe an act which enables programs and governs the actions of persons implementing the programs. Thus, for Migrant Education, we must consider policies for federal and state governments as well as local school districts. Some examples of what we mean by the word 'policy' are displayed in the following table:

EXAMPLES OF POLICY

Federal	State	Local
Federal law	State law	Local Board of Education
Court decisions	Court decisions	Superintendent program directives
Executive orders	Governor orders	
Education Department program regulations	State Board of Education	
	State Department of Education administrative regulations	
	Directives from Chief State School Officers	

We wish you well in your participation, and hope that you can identify how programs in your school, school district and/or state can be improved.

GENERAL SESSION #1

6:30 p.m. - 7:30 p.m.
Tuesday, August 18

PURPOSE: Workshop Welcome
Workshop Notes/Information
Keynote Speech

SPEAKERS: Mrs. Mona Bailey, Asst. Superintendent, Washington State Office of the Superintendent of Public Instruction

Mr. Robert Youngblood, State Director of Migrant Education, State of North Carolina, President of National Association of State Directors of Migrant Education

Senator John Perry, Member, New York State Senate, Workshop Chairman

Congressman William Ford, Member, U.S. House of Representatives, Michigan

NOTES:

GENERAL SESSION #2

8:30 a.m. - 9:00 a.m.
Wednesday, August 19
Moderator, Senator John Perry

TOPIC: The Importance of Local School Administrators in Improving Education

SPEAKER: Dr. David Crandall, Executive Director, The NETWORK, Inc., Andover, Massachusetts

PURPOSE: To review the literature on the importance of school administrators in effective school programs.

To discuss the role of administrators in implementing educational improvements.

NOTES:

GENERAL SESSION #3

9:00 a.m. - 9:30 a.m.
Wednesday, August 19
Moderator, Senator John Perry

TOPIC: A Framework for Serving Migrant Secondary School Students

SPEAKER: Mr. Roy Fuentes, Program Manager
National Education Association

PURPOSE: To provide a framework for understanding the problems posed by mobility for students and the education system.

PARTICIPANT NOTES: Please try to think about:

1) How students generally are transferred into and out of your school,
2) What your role is in the transfer, placement and instructional process; and
3) What issues or problems about student transfers you can recall.

NOTES:

GENERAL SESSION #4

9:30 a.m. - 10:00 a.m.
Wednesday, August 19
Moderator, Senator John Perry

TOPIC: Currently operating secondary school programs for migrant students

PANELISTS: Ms. Jane Foshee - Parlier, California
Portable Assisted Study Sequence Program (PASS)

Mr. Robert Levy - Oneonta, New York
New York State Migrant Education Program

Mr. Jesse Vela - Pharr, Texas
Texas-Washington Interstate Program

Migrant Secondary Students
Ruben Pena
Ruben Arredondo
Ricardo Rodriguez

PURPOSE: To give participants a preliminary look at how some programs are operating now.

PARTICIPANT NOTES: Please compare what you hear from the panelists with the previous discussion--A Framework for Serving Migrant Secondary School Students--and think about your role in the implementation of programs similar to those being described.

NOTES:

WORK GROUP SESSION #5

10:15 a.m. - 11:45 a.m.
Wednesday, August 19
Work Group Sessions by Professional Roles
Moderators, Specified to Each Group

PURPOSES:

To analyze the cyclical process of serving migrant students.

To identify the ideal roles and responsibilities of teachers, MSRTS terminal operators, clerks, counselors, identification and recruitment staff, principals, superintendents, and state agency staff in sending, receiving, and serving migrant secondary school students.

To identify problems and policy barriers to serving migrant secondary school students.

KEY QUESTIONS TO ASK THE EXPERTS:

1) What policy or program barriers are inhibiting migrant secondary school programs now?

2) Which problems are the hardest to address? Why?

QUESTIONS FOR CONSIDERATION:

1) What problems do you have placing transfer students properly?

2) What problems do you encounter:
   a) helping students transfer out of your school?
   b) helping students transfer into your school?

3) How can students be placed in educational programs when they have a home base from which they move every year?
   a) Whose graduation requirements should be met?
   b) Whose curriculum should be followed?
   c) How can we find out what the student has been learning, and how well the student is doing?

4) How can we help students finish their coursework while they are working in the fields?

5) How do we involve mobile parents who work in areas situated far from the school site?

6) Which policy barriers prevent us from improving secondary school programs for migrant students?

7) How can these barriers be eliminated; who can eliminate these barriers?

WORK GRCUP SESSION #5

10:15 ε.m. - 11:45 a.m.
Wednesday, August 19
Work Group Sessions by Professional Roles
Moderators, Specified to Each Group

SOME BRIEF BACKGROUND INFORMATION:

The Problem - Migrant Students:

- Generally have low basic skills and have not done well academically;
- Have irregular attendance patterns; and
- Frequently drop out of school early ill prepared to compete in the job market.

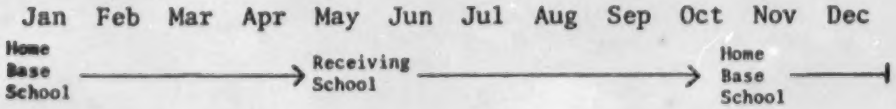
Some Causes of the Problem

1) Students often lack basic skills because they have had many disruptions in their education, their learning experiences lack continuity, schools may lack appropriate materials to cope with cultural and linguistic differences, and schools are generally not prepared to teach short term students.

2) Students attend school irregularly because they move frequently, need to work to supplement the family income, are in poor health or need to babysit younger siblings while their parents work.

3) Students frequently leave school early because they need to work, are frustrated with school, are unable to be part of extracurricular activities or are unable to accumulate credits toward graduation.

Typical Student Movement/School Attendance Pattern



Professional Roles in Migrant Education

Student
Teacher
Migrant Education Project Staff (Records clerk, home visitor, etc.)
MSRTS Terminal Operator
Counselor/Home Visitor
Principal
Superintendent
State Director of Migrant Education
Chief State School Officer
Office of Migrant Education, U.S. Department of Education
Secretary of Education

WORK GROUP SESSION #5

10:15 a.m. - 11:45 a.m.
Wednesday, August 19
Work Group Sessions by Professional Roles
Moderators, Specified to Each Group

IN SUMMARY:

The Mobile Migrant Student is Faced With:

- Attendance in schools with different curricula
- Different teaching methods and materials in each school
- Different grading systems and expectations in each new school
- Difficulty accumulating enough time or progress in class to complete required courses
- Difficulty gaining access to special programs for the disadvantaged
- Difficulty attending school during regular school hours because of the need to work
- Difficulty being involved in extracurricular activities

Additionally:

- Movement and the need to work make for irregular attendance.
- The need to work creates pressure to drop out of school.
- Frustration with the lack of access to programs and student activities makes dropping out a more reasonable alternative.

NOTES:

GENERAL SESSION #6

11:45 a.m. - 1:30 p.m.
Wednesday, August 19

LUNCHEON:	Across the street at the Plaza
SPEAKER:	Dr. Frank Brouillet, Superintendent of Public Instruction, State of Washington
TOPIC:	Migrant Education - A State Superintendent's Point of View

NOTES:

GENERAL SESSION #7

1:30 p.m. - 2:30 p.m.
Wednesday, August 19
Moderator, Senator John Perry

WORK GROUP REPORTS: To describe 1) how educators see their roles in improving services to migrant students, and 2) what critical issues educators have identified, and what barriers were identified in order to improve services.

NOTES:

1) Roles

2) Issues

PANEL RESPONSE TO WORK GROUP REPORTS: To provide further insight and information to participants concerning roles and issues in providing secondary school services for migrant students.

To discuss barriers to improve services and how those barriers can be eliminated.

PANELISTS:

Mr. Jesse Vela, Jr. - Texas-Washington Interstate Program

Ms. Jane Foshee - PASS Program

Dr. Gene Bender - St. Edwards University

Mr. Winford Miller - Migrant Student Record Transfer System

NOTES:

GENERAL SESSION #8

2:30 p.m. - 3:00 p.m.
Wednesday, August 19
Moderator, Senator John Perry

TOPIC: Promising Approaches to Serving Migrant Secondary School Students

PRESENTERS: Dr. Paul Nava - High School Equivalency Program (HEP)

Mr. David Randall - Texas-Washington Secondary Credit Exchange Program

Mr. Joe Dunn - National Association of State Directors of Migrant Education, MSRTS Committee

PURPOSE: To provide participants with more information concerning alternatives in secondary school programs for migrant students.

To provide information on policies that enable their programs and discuss how those policies were created.

NOTES:

WORK GROUP SESSION #9

3:15 p.m. - 4:45 p.m.
Wednesday, August 19
Work Group Session by Professional Roles
Moderators, Specified to Each Group

NOTES:

WORK GROUP SESSION #9

3:15 p.m. - 4:45 p.m.
Wednesday, August 19
Work Group Session by Professional Roles
Moderators, Specified to Each Group

PURPOSES: To develop policy recommendations identifying how to improve secondary school programs for migrant students in order to:

1) reduce drop outs,
2) improve student achievement, and
3) create post secondary opportunities.

KEY QUESTIONS TO ASK THE EXPERTS:

1) How will the recommendations benefit the students?
2) What must each person do in their professional roles to implement the recommendations?

PROCESS: Begin with the student and work back through the educational hierarchy and describe what each level must do to bring about the desired improvements.

BACKGROUND INFORMATION SERVICE OR FUNCTION AREAS: Review each of the following functions or service areas to determine how you feel services should be improved:

1) Records transfer
   --sending
   --receiving
2) Instructional continuity and treatment (setting and materials)
3) Credit accrual and exchange
4) Instructional coordination and counseling
5) Communications between LEAs (MSRTS and/or ?)

BASIC APPROACHES TO PROBLEMS:

1) Receiving schools replicate as closely as possible the course schedules and content of the sending school.
2) Offer night and summer courses so students can complete their courses.
3) Provide supplementary or independent study materials where students cannot complete a course.
4) Track student schedules and counsel schools to have classes and programs ready for students.

NOTES:

GENERAL SESSION #10

8:30 a.m. - 9:45 a.m.
Thursday, August 20
Moderator, Senator John Perry

TOPIC:	Summary of Work Group Recommendations
PRESENTER:	Dr. Gene Bender, St. Edwards University
PURPOSE:	To summarize recommendations of previous day and provide analysis of the implications of those recommendations.

NOTES:

PANEL RESPONSE TO RECOMMENDATIONS:	To give participants additional insight into the problems and prospects concerning the recommendations.
PANELISTS:	Mr. David Randall - Secondary Credit Exchange Program, Washington State Migrant Education Program
	Mr. Robert Levy - New York State Migrant Education Program
	Mr. Joseph Dunn - Pennsylvania State Migrant Education Program
	Dr. Paul Nava - High School Equivalency Program (HEP)
	Dr. Lucas Hinojosa - College Assistance Migrant Program (CAMP)

NOTES:

WORK GROUP SESSION #11

10:00 a.m. - 11:45 a.m.
Thursday, August 20
Work Group Session by Regional Designation
Moderators, Specified to Each Group

RECOMMENDATIONS: Program Goals

NOTES:

Cooperating Process

Planning Process

Who?

When?

Where?

Policies Required to Enable and Implement Programs

Source of Desired Policies (Policy making body)

WORK GROUP SESSION #11

10:00 a.m. - 11:45 a.m.
Thursday, August 20
Work Group Session by Regional Designation
Moderators, Specified to Each Group

PURPOSE: To develop interstate and intrastate plans to expand and improve secondary school programs for migrant students. The considerations should:

1) Identify programs that schools sharing students are willing to undertake.

2) Identify the steps required to implement programs in such a way that the largest possible number of students is included.

3) Outline the process by which program implementation plans will be developed including:

   a) states, school districts and schools involved
   b) who will be involved in the planning
   c) the project dates and places for follow up meetings

REQUIRED BACKGROUND INFORMATION:

1) A profile and count of student population for sending and receiving schools.

2) The school districts and state that students move <u>from</u> -- <u>to</u>.

3) The times of student attendance.

4) Credit accrual and exchange:

   a) the curricular requirements of the home base school
   b) the persons responsible for assigning and accepting credit for work --sending and receiving.

IMPORTANT CONSIDERATIONS:

1. Policies are required to enable program recommendations.

   a) What policies are required to implement the desired program?
   b) Who is responsible for creating the desired policies; state legislature, state board of education, chief state school officer, local boards of education, or local superintendents?

2. Identify the policies required to enable and implement the desired programs (See Session #9 PROCESS)

WORK GROUP SESSION #11

10:00 a.m. - 11:45 a.m.
Thursday, August 20
Work Group Session by Regional Designation
Moderators, Specified to Each Group

NOTES:

GENERAL SESSION #12

1:00 p.m. - 2:00 p.m.
Thursday, August 20
Moderator, Senator John Perry

ACTIVITY: Regional Group Reports - Summary of Agreements and Processes

REPORTERS: Regional Group Moderators

NOTES:

ACTIVITY: Panel Response to Regional Group Reports

PANELISTS: Mr. Vidal Rivera - U.S. Education Department
Dr. Leo Lopez - California State Department of Education
Mr. Richard Bove - New York State Department of Education
Mr. Jaime Arredondo - Montana State Department of Education
Mr. Jesse Soriano - Michigan State Department of Education
Mr. Frank Contreras - Texas State Department of Education

PURPOSE: To provide participants with insight into the implications of their policy recommendations.

To provide additional information and insights concerning implementation of the recommendations.

NOTES:

GENERAL SESSION #13

2:00 p.m. - 2:45 p.m.
Thursday, August 20
Moderator, Senator John Perry

TOPIC: Setting the National Agenda, Workshop Summary and Identification of Future Directions and Priorities

SPEAKER: Mrs. Mona Bailey, Assistant Superintendent, Office of the Superintendent of Public Instruction, State of Washington

PURPOSE: To identify policies that participants feel are most needed and which they will support.

To clarify plans of regional groups concerning participating schools.

ACTIVITIES: Mrs. Bailey will provide an analysis of 1) issues, 2) recommendations, and 3) regional plans in terms of the current status of the program, what policy changes would be required, the implications of those changes for state and local education agencies.

Mrs. Bailey will then seek commitments from individuals to the proposed plans and policies.

NOTES:

GENERAL SESSION #14

3:00 p.m. - 3:30 p.m.
Thursday, August 20
Moderator, Senator John Perry

TOPIC: The Federal Role in Improving Secondary School Programs for Migrant Students

SPEAKER: Dr. Vincent Reed, Assistant Secretary for Education, U.S. Education Department

PURPOSE: To clarify the federal position regarding migrant education and where possible, what has occurred during the meeting.

NOTES:

Welcome to the National Policy Workshop on Education for Migrant Secondary Students

*"A workshop to study secondary educational opportunities for migrant students; to develop working policies to complement existing school programs and supplement where appropriate."

August 18-20, 1981
Doubletree Inn, Seattle, Wa.

Workshop Goals:

- Develop general realistic recommendations for consideration by education policy makers in national organizations and at federal, state, and local levels of governance.

- Develop policy resolutions that will lead to the establishment of national procedures that will ensure inter/intra state reciprocity of secondary exchange and accrual agreements within and across state borders.

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

Dear Participant:

It is with immense pleasure that I extend to you a hearty welcome to Washington State to assist us in developing recommendations and policies for the education of migrant secondary students. The outcomes of this national policy workshop will have an immediate bearing on educational opportunities for migrant secondary students. We hope to achieve this through your direct involvement in discussions related to key issues, plus through your assistance at the school local, state and national levels once you have returned home.

As you know, much has already been achieved on behalf of migrant students through the Title I Migrant Education Program as evidenced by its growth at the national level. Substantial inroads have been made towards serving a mobile population through the efforts of the State Directors of Migrant Education. Among the major national accomplishments achieved at the elementary level where needs were initially identified greatest are 1) the Migrant Student Record Transfer System (MSRTS) and 2) skills lists in early childhood, reading, language arts, and math. These were achieved in a relatively short time period. Yet, many needs remain unmet as you will learn during the course of this workshop.

Migrant secondary students have been serviced in a variety of programs in various parts of the country, but it is now time to begin to formalize the necessary linkages on a national basis in order that the educational continuum be available for all migrant students.

We have a formidable task ahead of us, but through your assistance, we can help to open new horizons for migrant students.

Again, ¡bienvenidos! and thank you for taking time from your busy schedule to assist us.

Sincerely,
DIVISION OF GRANTS AND
EQUITY PROGRAMS

Raúl de la Rosa, Administrator
Title I/Title I Migrant Programs
Grants Management Section

General Information

Conference Site: All general sessions, work group sessions, and registration will be held at the Doubletree Inn. The general assembly banquet on Wednesday, August 19, will be held at the Dallas/Phoenix Rooms at the Doubletree Plaza across the street.

Registration will be held on: Tuesday, August 18, 1981
9:00 a.m. - 4:00 p.m.

Please see Linda Roberts, Workshop Staff, if you have questions about registration or need to late-register.

Work Group/Regional Group Assignments: You will receive a work group (A through E) and regional group (I - III) assignment. The work groups have been established to allow for discussion within specific roles and responsibilities. You may be assigned a work group which does not directly apply to the job/position you fill. This has been done to allow for more stimulating and differing perspectives to evolve. If you have questions about your work group assignment, please seek assistance from Workshop Staff. (Also, see **Changes** on page 5.)

Groups are:

Group	Emphasis	Color Code
A	Chief State School Officers, State Board Representatives	Red
B	Local Superintendents	Yellow
C	Principals	Green
D	State ME Staff	Blue
E	Program Personnel, State Advisory Councils, Teachers, Counselors, Project Directors	Orange

Regional designations are:

Group	Area
I	West
II	Northeast/East/Southeast
III	Midwest/Southwest

Badges: Please wear your Workshop badges to all meetings.

Conference Packet: Your packet contains such items as a special events schedule, complimentary pen, program, participant workbook, and other details.

Workbooks: All participants will be provided a Workshop Workbook, included inside the Conference packet. This workbook is to be used in work group and general sessions. Special space has been provided for note taking.

Workshop Staff: Workshop staff members will be available to assist you. All key workshop staff members will be wearing name tags with ribbons designating their role.

In addition, the Workshop headquarters will be the central point of activity for typing, reproducing or disseminating Workshop materials. Office equipment is available should participants request such.

Message Center: For your convenience, a Message Center has been established in the Inn Foyer near the ballroom. Check the message board as well as your hotel room for anticipated communications.

Display/Materials: An MSRTS terminal has been set up in the Inn Foyer. This terminal has been established for participants' informational purposes in order to provide a quick and informal display of the Migrant Student Record Transfer System and its attributes.

Program materials, brochures, etc. of existing secondary school programs for migrant students have been made available in the Inn Foyer.

Convention Bureau brochures and pamphlets of the Seattle and Northwest area have been made available in the Inn Foyer.

Changes: All hotel room arrangements are to be made directly with the hotel front desk. Special assistance can be provided by Workshop Staff upon request.

All program, room/group assignments, or session changes must have approval secured through Linda Roberts, Jim Gonzales, or Bruce Hunter.

Proceedings Handbook: A proceedings handbook summarizing major Workshop events, resolutions and agreements will be sent by mail to Workshop participants following adjournment.

Video Tape: Portions of the Workshop will be video taped. Copies of these tapes will be made available to participants upon request at a nominal fee. We encourage the use of this material in order to coordinate individual/local, state and/or regional programs of a similar nature.

Food: A no-host social hour will be held on August 18 at 7:30 p.m. at the Inn poolside, weather permitting.

General Assembly Banquets are included in your registration fee. They will be provided on August 19 and 20 at the Doubletree Plaza and Inn respectively.

An optional event is scheduled for August 19. This includes a ferry boat ride with cocktails available to a nearby island. Special appetizers and a traditional salmon bake will be provided. Cost is $21.00.

The Doubletree Inn has excellent eating facilities, and there are many fine restaurants located in the Seattle area.

Conference Schedule Summary

TUESDAY, AUGUST 18, 1981

9:00 a.m. - 4:00 p.m.	Workshop Registration	Inn Foyer
4:00 p.m. - 5:30 p.m.	Planning Meeting	Dogwood Room
6:30 p.m. - 7:30 p.m.	General Session	Inn Ballroom
7:30 p.m. - 8:30 p.m.	No-Host Social Hour	Inn Poolside Weather Permitting
8:30 p.m.	Dinner on your own	

WEDNESDAY, AUGUST 19, 1981

8:00 a.m. - 8:30 a.m.	Coffee and Danish	Inn Foyer
8:30 a.m. - 10:00 a.m.	General Session	Inn Ballroom
10:00 a.m. - 10:15 a.m.	Break	In Assigned Work Group Rooms
10:15 a.m. - 11:45 a.m.	Work Group Sessions	In Assigned Work Group Rooms
11:45 a.m. - 1:30 p.m.	General Assembly Banquet	Dallas/Phoenix Rooms at the Plaza
1:30 p.m. - 3:00 p.m.	General Session/Panel Discussion	Inn Ballroom
3:00 p.m. - 3:15 p.m.	Break	In Assigned Work Group Rooms
3:15 p.m. - 4:45 p.m.	Work Group Session	In Assigned Work Group Rooms
6:00 p.m. sharp	Dinner on your own or optional Tillicum Village tour and salmon bake	Depart from Inn Lobby

THURSDAY, AUGUST 20, 1981

8:00 a.m. - 8:30 a.m.	Coffee and Danish	Inn Foyer
8:30 a.m. - 9:45 a.m.	General Session/Panel Response	Inn Ballroom
9:45 a.m. - 10:00 a.m.	Break	In Assigned Work Group Rooms
10:00 a.m. - 11:45 a.m.	Work Group Session by Regional Designation	In Assigned Work Group Rooms
11:45 a.m. - 1:00 p.m.	General Assembly Banquet	Inn Ballroom
1:00 p.m. - 2:00 p.m.	General Session/Regional Group Reports/ Panel Discussion	Inn Ballroom
2:00 p.m. - 2:45 p.m.	General Session	Inn Ballroom
2:45 p.m. - 3:00 p.m.	Break	Inn Foyer
3:00 p.m. - 3:30 p.m.	General Session	Inn Ballroom
3:30 p.m. - 4:00 p.m.	Adjournment	Inn Ballroom

National Policy Workshop on Education for Migrant Secondary Students

Detailed Agenda

TUESDAY, AUGUST 18, 1981

9:00 a.m. - 4:00 p.m.	Workshop Registration	Inn Foyer
4:00 p.m. - 5:30 p.m.	Moderators, Panelists, Resource People, Recorders and Workshop Staff Planning Meeting	Dogwood Room
6:30 p.m. - 7:30 p.m.	General Session	Inn Ballroom
	Opening Remarks - Senator John Perry, Workshop Chairman	
	Introductions - Mrs. Mona Bailey, Assistant Superintendent, SPI, Washington State	
	Introduction of Keynote Speaker - Senator John Perry, Chairman	
	Overview of Migrant Secondary Student Needs and Programs - Keynote Speaker - Congressman William D. Ford	
	Workshop Logistics - Mr. David Randall, Workshop Planning Committee	
7:30 p.m. - 8:30 p.m.	No-Host Social Hour	Inn Poolside Weather Permitting
8:30 p.m.	Dinner on your own	

WEDNESDAY, AUGUST 19, 1981

8:00 a.m. - 8:30 a.m.	Coffee and Danish	Inn Foyer
8:30 a.m. - 9:00 a.m.	General Session	Inn Ballroom
	Welcome and Introduction of Speakers - Senator John Perry, Chairman	
	The Importance of Local School Administrators in Serving Migrant Secondary Students - Dr. David Crandall, National Diffusion Network	
9:00 a.m. - 9:30 a.m.	***A Framework for Serving Migrant Secondary Students*** - Mr. Roy Fuentes, Manager, Migrant Project, National Education Association	

WEDNESDAY, AUGUST 19, 1981

9:30 a.m. - 10:00 a.m.		***Ongoing Migrant Secondary Programs*** PASS Program - Ms. Jane Foshee New York State Migrant Education Program - Mr. Bob Levy Texas-Washington Interstate Program - Mr. Jesse Vela Secondary Credit Exchange Program Students	
10:00 a.m. - 10:15 a.m.		Break	Refreshments in Assigned Work Group Rooms (see 10:15 a.m. session)
10:15 a.m. - 11:45 a.m.		Work Group Sessions Focus of Discussion - ***Analysis and Definition of Issues Relating to Roles and Responsibilities in Serving Migrant Secondary Students***	
	Group A	Chief State School Officers, State Board Representatives Moderator, Dr. Robert Tidwell	Redwood Room
	Group B	Local Superintendents Moderator, Dr. Francis Amabisca	Banyan Room
	Group C	Principals Moderator, Dr. Elizabeth Metcalf	Basswood Room
	Group D	State Migrant Education Staff Moderator, Mrs. Ardis Snyder	Bonsai Room
	Group E	Program Personnel, State Advisory Councils, Teachers, Counselors, Project Directors Moderator, Dr. Gene Bender	Ironwood Room
11:45 a.m. - 1:30 p.m.		General Assembly Banquet Introduction - Senator John Perry Introduction of Luncheon Speaker - Mrs. Mona Bailey ***Migrant Education - A State Superintendent's Point of View*** - Dr. Frank Brouillet, Supt. of Public Instruction, State of Washington	Dallas/Phoenix Rooms at the Plaza
1:30 p.m. - 2:30 p.m.		General Session/Panel Discussion ***Work Group Reports*** - Senator John Perry, Chairman Presenters: Group Moderators - Dr. Robert Tidwell - Dr. Francis Amabisca - Dr. Elizabeth Metcalf - Mrs. Ardis Snyder - Dr. Gene Bender	Inn Ballroom

WEDNESDAY, AUGUST 19, 1981

	Panel Response to Work Group Reports	
	Texas Interstate Program - Mr. Jesse Vela	
	PASS Program - Ms. Jane Foshee	
	Migrant Student Record Transfer System - Winford "Joe" Miller	
2:30 p.m. - 3:00 p.m.	***Promising Approaches to Serving Migrant Secondary Students***	
	High School Equivalency Program (HEP) - Dr. Paul Nava	
	Texas-Washington Secondary Credit Exchange Program - Mr. David Randall	
	National Association of State Directors for Migrant Education, MSRTS Committee - Mr. Joe Dunn	
3:00 p.m. - 3:15 p.m.	**Break**	Refreshments in Assigned Work Group Rooms (see 3:15 p.m. session)
3:15 p.m. - 4:45 p.m.	Work Group Session	
	Focus of Discussion - ***Discussion of Promising Approaches / Development of Recommendations to Improve Secondary School Programs for Migrant Students***	
Group A	Chief State School Officers, State Board Representatives Moderator, Dr. Robert Tidwell	Redwood Room
Group B	Local Superintendents Moderator, Dr. Francis Amabisca	Banyan Room
Group C -	Principals Moderator, Dr. Elizabeth Metcalf	Basswood Room
Group D	State Migrant Education Staff Moderator, Mrs. Ardis Snyder	Bonsai Room
Group E	Program Personnel, State Advisory Councils, Teachers, Counselors, Project Directors Moderator, Dr. Gene Bender	Ironwood Room
4:45 p.m.	Adjourn for the Day	
6:00 p.m. sharp	Dinner on your own or optional Tillicum Village tour and salmon bake	Depart from Inn Lobby

THURSDAY, AUGUST 20, 1981

8:00 a.m. - 8:30 a.m.	Coffee and Danish	Inn Foyer
8:30 a.m. - 9:45 a.m.	General Session/Panel Response	Inn Ballroom
	Summary of Work Group Recommendations - Senator John Perry, Chairman Dr. Gene Bender, Presenter	
	Panel Response to Work Group Reports	
	Washington State Migrant Education Program - Mr. David Randall	
	New York State Migrant Education Program - Mr. Bob Levy	
	Pennsylvania State Migrant Education Program - Mr. Joe Dunn	
	High School Equivalency Program (HEP) - Dr. Paul Nava	
	College Assistance Migrant Program (CAMP) - Dr. Lucas Hinojosa	
9:45 a.m. - 10:00 a.m.	Break	Refreshments in Assigned Work Group Rooms (See 10:00 a.m. session)
10:00 a.m. - 11:45 a.m.	Work Group Sessions by Regional Designation	
	Focus of Discussion - ***Develop Inter/Intra-state Strategies and Identify Who Will Assist in Implementation of Programs to Serve Migrant Secondary Students***	
Regional Group I	Moderator, Mr. David Randall	Basswood Room
Regional Group II	Moderator, Mr. Jack Waters	Redwood Room
Regional Group III	Moderator, Mr. Jesse Vela	Ironwood Room
11:45 a.m. - 1:00 p.m.	General Assembly Banquet	Inn Ballroom
1:00 p.m. - 2:00 p.m.	General Session/Regional Group Reports/ Panel Discussion	Inn Ballroom
	Focus of Discussion - ***Summary of Agreements and Processes to Maintain Agreements***	
	Regional Group Moderators	

THURSDAY, AUGUST 20, 1981

	Panel Response to Regional Group Reports USDOE - Mr. Vidal Rivera California State Department of Education - Dr. Leo Lopez New York State Director - Mr. Richard Bove Montana State Director - Mr. Jaime Arredondo Michigan State Director - Mr. Jesse Soriano Texas State Director - Mr. Frank Contreras	
2:00 p.m. - 2:45 p.m.	General Session Focus - ***Setting the National Agenda, Workshop Summary and Identification of Future Directions and Priorities*** - Mrs. Mona Bailey	Inn Ballroom
2:45 p.m. - 3:00 p.m.	Break	Inn Foyer
3:00 p.m. - 3:30 p.m.	General Session Introduction of Speaker, Mr. Vidal Rivera ***The Federal Role in Improving Secondary School Programs for Migrant Students*** - Dr. Vincent Reed, Assistant Secretary of Education, USDOE	Inn Ballroom
3:30 p.m. - 4:00 p.m.	General Session Adjournment - Senator John Perry, Chairman	Inn Ballroom

Acknowledgements

The realization of the National Policy Workshop on Education for Migrant Secondary Students represents a giant stride for persons throughout the nation concerned about the educational welfare of migrant students. It also provides us with an opportunity to ensure meaningful continuity of education experiences for these students, between and among school districts within the states. Finally, it will provide us with procedures whereby we can help mobile migrant students achieve what other students routinely obtain upon completion of high school – a diploma.

This effort, as all major activities that are national in scope, is the result of the vision and hard work of many organizations and people throughout the country. Principals among these individuals are Dr. Frank Brouillet and Mrs. Mona Bailey from the Superintendent of Public Instruction Office, State of Washington: Congressman William D. Ford, former Chairman of the Subcommittee on Post Secondary Education and his staff: Ms. Roberta Stanley, Ms. Margie McGonagill, and Mr. Rick Sitz. Also, our acknowledgement is due to the National Association of State Directors of Migrant Education (NASDME).

Under their leadership and guidance, the Workshop Planning Committee has been able to bring together this distinguished body for resolution of issues that will benefit not only migrant students, but the entire citizenry.

Senator John Perry

The Honorable John Perry
New York State Senator
National Policy Workshop
Planning Coordinator

Contributions To This Major Endeavor Include:

Planning Committee:

Dr. Larry Dodds
Associate Executive Director
North Central Association of Colleges and Schools

Mr. Neftali Serna
General Program Consultant
Migrant Education Program
State of Florida

Mr. Joel Murphee
Supervisor
Migrant Education Program
State of Florida

Mr. Raúl de la Rosa
Director of Migrant Education
Division of Grants and Equity Program
Migrant Education Program
State of Washington

Mr. Richard Bove
Chief
Bureau of Migrant Education
State of New York

Mr. Roy O. Fuentes
Manager
Migrant Project
National Education Association

Mr. Winford A. "Joe" Miller
Director
Migrant Student Record Transfer System
State of Arkansas

Ms. Roberta Stanley
Director of Information and Legislation
Congressman Ford's Office

Mr. Manuel Ceja
Consultant
Office of Compensatory Education
Department of Education
Sacramento, California

Ms. Jane Foshee
Director
PASS Program
State of California

Mr. S. Jaime Arredondo
State Director
Migrant Children's Education Program
Billings, Montana

Dr. Leonard Dalton
Superintendent
Washoe Coway School District
Reno, Nevada

Mr. Leo Miller
Superintendent
Mountain Home School District
Mountain Home, Idaho

Mrs. Mona Bailey
Assistant Superintendent
Division of Grants and Equity Programs
State of Washington

Mr. Vidal Rivera
Deputy Assistant Secretary
Office of Migrant Education
U.S. Department of Education
Washington, D.C.

Mr. Robert H. Levy
Coordinator of New York State Migrant Youth Programs

Mr. Vicente Serrano
Director
ECS Interstate Migrant Education Program

Dr. James Keife
National Association of Secondary School Principals
Reston, Virginia

Dr. Paul B. Salmon
American Association of School Administrators
Arlington, Virginia

Mrs. Ann Terese
Associate Director
Joint Data Projects
Council of Chief State School Officers
Washington, D.C.

Mr. Jesse Vela, Jr.
Coordinator
Texas Migrant Interstate Programs

Mr. José García
President
National Association of State Directors of Migrant Education

Mr. Joe Bertoglio
Education Program Specialist
Office of Migrant Education
U.S. Department of Education
Washington, D.C.

National Policy Workshop Staff:

Mr. David Randall
Director
Migrant Education Center
Sunnyside, Washington

Miss Linda Roberts
Consultant
Migrant Education Center
Sunnyside, Washington

Mr. Bruce Hunter
Senior Policy Analyst-Consultant
Education Commission of the States
Denver, Colorado

Dr. Jim Gonzales
Senior Policy Analyst-Consultant
Education Commission of the States
Denver, Colorado

National Organizations/Programs:

Interstate Migrant Education Project
Migrant Task Force
Education Commission of the States
Denver, Colorado

National Council on Regional School Accrediting Commission

American Association of School Administrators

National Association of State Directors of Migrant Education

National Association of Secondary School Principals

National Education Association

North Central Association of Colleges and Schools

Council of Chief State School Officers

Migrant Student Record Transfer System

Additional Thanks To:

State of Idaho, Migrant Education Program
Mrs. Ardis Snyder, Director

Southwest Idaho
Migrant Education Resource Center
Mr. J. Brent McDonald, Director
Program Typesetting, Sheril Crawford
Program Layout, Kevin R. Emmert

Southeast Idaho
Migrant Education Resource Center
Mr. Stan Patterson, Director
Program Printing, Steve Bodily

Ruben Pina, Student
Ruben Arrdondo, Student
Ricardo Rodriquez, Student

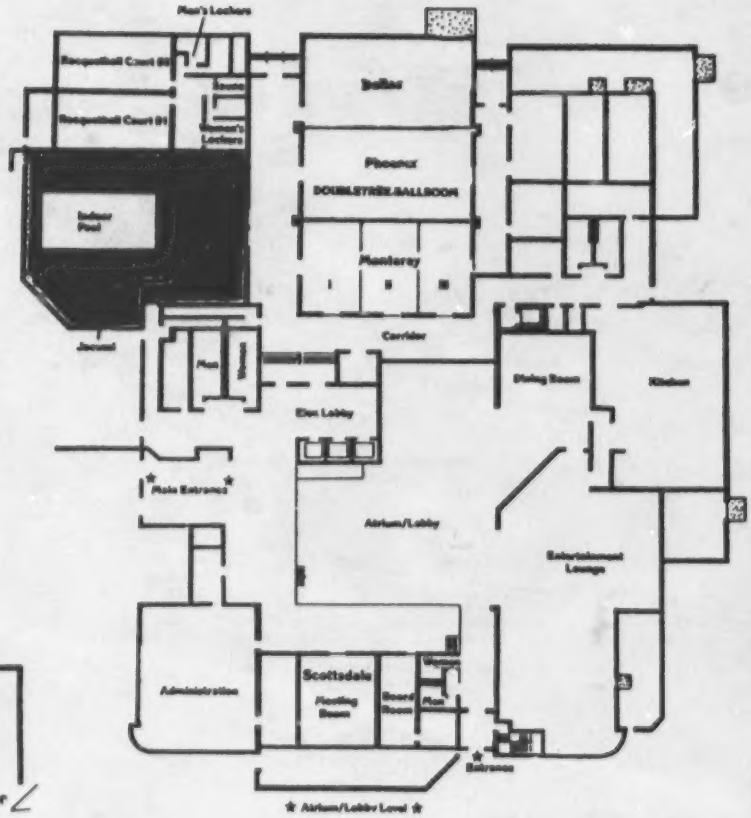
To Help You Find Your Way . . .

PLEASE NOTE:
Work group sessions will be held in the upper level of the Inn and in the Ballroom.

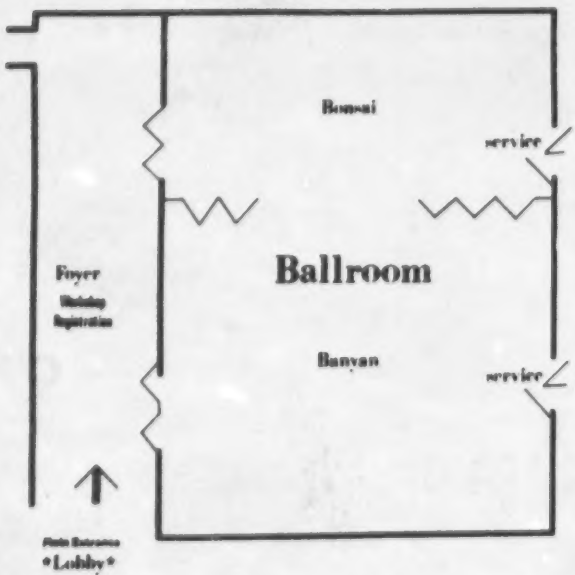
General Assembly banquets will be in the Plaza Ballroom on Wednesday and the Inn Ballroom on Thursday.

All General Sessions will be held in the Inn Ballroom.

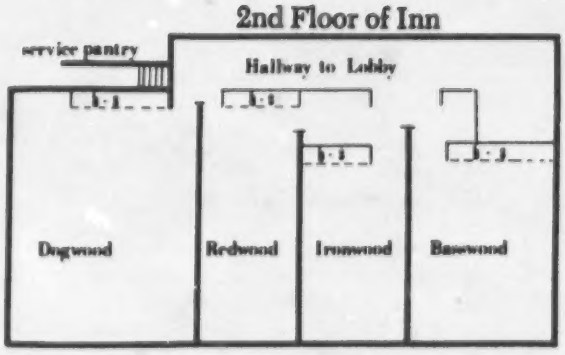
Doubletree Plaza



Doubletree Inn



2nd Floor of Inn



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APPENDIX C

LIST OF PARTICIPATING STATES AND NUMBER ATTENDING

ALABAMA	1
ARIZONA	8
ARKANSAS	5
CALIFORNIA	11
COLORADO	4
FLORIDA	9
GEORGIA	1
IDAHO	10
ILLINOIS	4
INDIANA	4
LOUISIANA	1
MASSACHUSSETTS	8
MICHIGAN	8
MISSISSIPPI	2
MINNESOTA	1
MONTANA	3
NEW MEXICO	2
NEW YORK	9
NORTH CAROLINA	4
OHIO	7
OKLAHOMA	5
OREGON	13
PENNSYLVANIA	3
SOUTH CAROLINA	2
TEXAS	38
UTAH	4
VIRGINIA	8
WASHINGTON	25
WASHINGTON D.C.	4
TOTAL	**197**

Wayne Smith
Superintendent
Sysart Unified School Dist. #89
Rt. 1, Box 703
Peoria, Arizona 85345

Ardis Snyder
Idaho State Migrant Coordinator
State Dept. of Education
650 W. State Street
Boise, Idaho 83702

Jesse Soriano
Supervisor
Michigan Department of Education
P.O. Box 30008
Lansing, Michingan 48909

Lillian Strickland
143-Program Specialist
Northampton Co. ESEA, Title I - Section 143
P.O. Box 174
Machipongo, VA 23405

Donald Strong
Project Director
Edinburg CISD
Box 990
Edinburg, TX 78539

Fred J. Sughrue
Deputy Assoc. Superintendent
1535 W. Jefferson
Phoenix, AZ 85007

Walter D. Talbot
State Superintendent of Schools
Utah State Office of Education
250 E. Fifth South
Salt Lake City, Utah 84111

Carleton Tatlock
Director of Guidance
Williamson School District
South Avenue
Williamson, NY 14589

John E. Terrell
Superintendent
Hardee County School Board
P.O. Drawer 1678
Wauchula, Florida 33873

Mrs. Tito Terrell

Hardee County Migr. Child Prog.
Rt. 1, 117A
Wauchula, FL 33873

Joyce Terry
Counselor
Northampton Public Schools
Eastville, Virginia 23347

Robert A. Tidwell

10709 Emerald Dr.
Suncity, AZ 85351

John Tincher
Principal
Genoa Area Local Schools
512 West Street
Genoa, Ohio 43430

Carlos Trevino

Migrant Education Center
P.O. Box 719
Sunnyside, WA 98944

George Tsarwhas
Director
Canton City Schools
800 Market Avenue N.
Canton, Ohio 44702

Sylvia Urby
Counselor
Del Rio High
100 Memorial Dr.
Del Rio, Texas 78840

Jesus Vela, Jr.
Program Coordinator
Texas Migrant Interstate Prog.
P.O. Drawer Y
Pharr, TX 78577

Joseph H. Vogel
Coordinator, Spec. Projects
El Centro School District
1256 Broadway/P.O. Box 647
El Centro, CA 92243

Fred Vogt
Teacher-Consultant
Delano High School
1331 Cecil Avenue
Delano, CA 93215

Bruce Wahl
MEDIA
Wash. State Migrant Education
1110 S. 6th
Sunnyside, WA 98944

Q. K. Wall
Assistant Superintendent
Johnston County Schools
P.O. Box 1495
Smithfield, N.C. 27577

H. J. Jack Waters
Migrant Program State Director
Florida Dept. of Education
505 Waverly Road
Tallahassee, Florida 32312

Arland White
Director
Wayne Finger Latres Tutorial Prog.
North Rose
Wolcott Central School
Wolcott, NY 14590

Sue Wiley
Title I Migrant Secretary
Supt. of Public Instruction
7510 Armstrong St.
Tumwater, WA 98504

Kathleen C. Plato
Supervisor, Program Evaluation
Superintendent of Public Instr.
7510 Armstrong St. S.W.-FG-11
Tumwater, WA 98504

Vidal Rivera

U.S. Dept. of Education
7th & D. Street S.W.
Washington, D.C. 20202

Jose Samudio
Interstate Youth Coordinator
Illinois Migrant Council
202 S. State St.
Chicago, IL 60604

Charles T. Puentes, Jr.
Assistant Director
California State Dept. of Ed. -
Migrant Section
721 Capitol Mall
Sacramento, CA 95814

Dr. Jim Robertson
Supervisor of Monitoring & Eval.
Louisiana Dept. of Ed./Mig. Ed.
P.O. Box 44064
Baton Rouge, LA 70804

Donald A. Sanders
Director
High School Equivalency Program
4800 Calhoun, Suite 415
Houston, TX 77004

Jesus Quevedo
Parent
12610 Rail Road Ave.
Cutler, CA 93615

Andrew Rodarte
Director, HEP
CSUF Fresno
Cedar & Shaw
Fresno, CA 93728

Daniel Santos
MESC Supervisor
Migrant Ed. Service Center
700 Church St. SE
Salem, Oregon 97310

Bob Ranells
Principal
Nampa High School
203 Lake Lowell
Nampa, Idaho 83651

Ricardo Rodriguez
709 Fannin
Box 4051
Alamo, TX 78516

Dennis W. Savage
Principal/Supervisor
Nyssa School District #26

Nyssa, OR 97913

Joe Resendez
Supervisor
MSRTS
1110 S. 6th
Sunnyside, WA 98944

Rosendo Rodriguez, Jr.
Educational Consultant
Dept. Of Education
Division of Federal Assistance
933 High Street
Worthington, Ohio 43085

William Seiter
Superintendent
Montcalm Area Intermediate S.D.
621 New Street
Stanton, Michigan 48888

James Rigney
High School Counselor
Prosser High School
1203 Prosser Ave.
Prosser, WA 99350

Leonel Rosales
Director
Brownsville Ind. School District
1102 E. Madison
Brownsville, TX 78520

Neftali (Nef) Serna
Consultant
Florida Dept. of Education
Migrant Section
Knott Bldg. (PTW)
Tallahassee, FL 32301

Troy L. Rinker
Assist. Direct. for Computer Serv
State Dept. of Education (MSRTS)
Arch Ford Building
Little Rock, Arkansas 72201

Neil Ross
Coordinator
Breckenridge School Dist. #846
13th St. & Douglas Ave.
Breckenridge, MN 56520

Vicente Serrano
Director/Migrant
Education Commission of the State
1860 Lincoln Street Suite 300
Denver, Colorado 80295

Rosendo Rivera
State Supervisor-Instruction
Migrant Education Center
P.O. Box 719
Sunnyside, WA 98944

Aurora Salazar
Parent
1209 Stierlin Place
Burlington, WA 98233

Ilene Sheffer
Director
Berrien Springs Public School
P.O. Box 130
Berrien Springs, MI 49103

Homero Diaz
Federal Program Coordinator
La Joya I.S.D.
Drawer J
La Joya, Texas 78560

Mary E. Felton
Supervisor
Del Rio High School SFDRCISD
100 Memorial Drive
Del Rio, Texas 78840

Jose D. Garcia
Migrant Ed. Coordinator
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, Oregon 97310

Betty Jean DiSabatino
Curriculum Specialist
Pennsylvania Migrant Education
Staver BSL Center
Millersville State College
Millersville, PA 17551

Arthur Fisher
Assistant Superintendent
Accomack County Schools
Accomack, VA 23301

Richard Garcia
Director
Colorado Migrant Ed.
Resource Center
830 S. Lincoln
Longment, Colorado 80801

Larry K. Dodds
Associate Executive Director
North Central Association,
Commission on Schools
1221 University Avenue
Boulder, Colorado 80302

Lyle Flagg
Principal
East Bay High School
Rt. 1, Box 525
Gibsonton, Florida 33534

Santiago Garcia, Jr.
Director
Indiana Dept. of Public
Instruction, Migrant Education
Room 229, State House
Indianapolis, IN 46204

Les Domingos
SAC
5020 W. Henry
Pasco, WA 99301

Merced Flores
Sec. Ed. Specialist
Migrant Ed. Service Center
700 Church St. S.E.
Salem, Oregon 97310

Arturo Garza
Migrant Coordinator
Rio Grande City CISD
Ft. Ringgold
Rio Grande City, Texas 78582

Frank Drummonds
State Director
State Department of Education
Box 771
Jackson, MS 39205

Congressman William Ford
239 Connon Building
Washington, D.C. 20575

Louis Gasca
Assoc. Dean of Students
Treasure VAlley Community Coll
650 College Blvd.
Ontario, Oregon 97914

Roy R. Duncan
Superintendent of Schools
Pasco School District #1
1004 N. 16th Ave.
Pasco, WA 99301

Jane E. Foshee
Director
PASS Program-Parlier High School
900 Newmark Avenue
Parlier, CA 93648

Carmen Gonzalez
Director
Edinburg C.I.S.D.
701 McKee
Edinburg, TX 78539

Joseph E. Dunn
Migrant Ed. Coordinator
Pennsylvania Department of Ed.
333 Market St. 16th Floor
Harrisburg, PA 17108

Clifford Freeman
Vice Chairman
Oregon State Board of Education
1234 S.W. Morrison Street
Portland, OR 97205

Enrique Gonzalez
Director
Ohio Migrant Education Center
1813 East State St.
Fremont, Ohio 43420

Maxwell Dyer
Assistant Direc. For USER Services
State Dept. of Ed.
Mig. Student Record Transfer Sys.
Arch Ford Education Bldg.
Little Rock, AR 72201

A. E. Garcia
School Superintendent
Rio Grande City CISD
Ft. Ringgold
Rio Grande City, Texas 78582

James L. Gonzales
Staff
704 Palisades N.W.
Albuquerque, New Mexico 87105

Alzada Massey
Teacher
Clinton Public Schools

Clinton, OK 73601

Enrique Montalvo
Migrant Programs Coordinator
Eagle Pass Independent S. D.
P.O. Box 1409
Eagle Pass, Texas 78852

Manuel Olivas
Supervisor, MEIRP
Migrant Education
1110-A S. 6th
Sunnyside, WA 98944

Dr. J. O. Maynes
State Director
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85301

Sarah Moore
Coordinator
Georgia Dept. of Education
State Office Building
Atlanta, Georgia 30334

Coralee Owens
District Representative
P.O. Box 85
Townsend, Virginia 23443

EtElvina Menchaca
Parent
422 Garden Street
Santa Barbara, CA 93101

Tito Moreno
Developer-Demonstrator
Migrant Education Secondary
Credit Exchange Program
1002 Concord Way
Prosser, WA 99350

Mary Paciorek
Elementary Teacher
Custer Public Schools
1218 Trenton
Clinton, OK 73601

Elizabeth L. Metcalf
Mig. Ed. Task Force, E.C.S.
3137 Ponce de Leon Blvd.
Coral Gables, FL 33134

Tom Morgan
Principal
Prosser High School
1203 Prosser Ave.
Prosser, WA 99350

Stan Patterson
Director
Mig. Education Resource Center
Rt. 1, Box 17
Heyburn, Idaho 83336

Leo Miller
Superintendent
Mountain Home School Dist. #193
P.O. Box 890
Mountain Home, Idaho 83647

John Myers
Project Director
Ball State University-
Burris Lab School
2000 University Ave.
Muncie, Indiana 47306

Bill Paxton
Superintendent
Lookeba-Sickles School
Route 1, Box 34
Lookeba, OK 73053

Winford "Joe" Miller
Director, MSRTS
Nat'l Mig. Student Record
Transfer System
Arch Ford Ed. Bldg.
Little Rock, AR 72201

Paul Nava
Director
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211

Ruben Pena
Student
Fannin 715
Box 3551
Alamo, TX 78516

Reed K. Miller
Administrative Asst./Principal
North Sanpete School District
Box 505
Mt. Pleasant, Utah 84647

Glenn Norwood
Local Administrator
Leflore County Schools
P.O. Box 1957
Greenwood, MS 38930

Roberto C. Perez
Executive Director
St. Edward's University CAMP
3001 S. Congress
Austin, TX 78704

Dr. John Molina
Director
Department of Education
1673 34th Street NW
Washington, D.C. 20007

Louis Ochoa
SAC Member
Star Route, Box 14
Mesa, WA 99344

James Peters
Program Specialist
N.W. Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412

Martin Aarons
Teacher
Breckenridge S.D. #846
13th St. & Douglas Ave.
Breckenridge, MN 56520

Ruthann Audritsh
Curriculum Director
Woodburn School District
965 N. Boones Ferry Rd.
Woodburn, OR 97071

F. E. Binder
Director of Government Affairs
St. Edwards University
3001 S. Congress Ave.
Austin, Texas 78704

Santiago Alanis
Board Member
Pharr-San Juan-Alamo ISD
P.O. Drawer Y
Pharr, TX

Anita Babayan
Program Director
Washington State University-
HEP Program
Cleveland Hall Room 335
Pullman, WA 99164

David R. Binnig
Supervisor
Vanguard Jrs
1306 Cedar St.
Fremont, OH 43420

Refugio Alejos, Jr.
Local Supt. Assistant
Mission CISD
1116 Conway
Mission, Texas 78572

Ray Bandlow
Superintendent
Van Buren Intermediate S.D.
701 S. Paw Paw Street
Lawrence, Michigan 49064

Al Birkhead
Migrant Facilitator
Del Rio High School SFDRCISD
107 Greenway Lane
Del Rio, Texas 78840

Frances Amabisca
Superintendent
ECS
242 Lamar Blvd.
Goodyear, Arizona 85338

Milt Baum
Associate Superintendent
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Kennith Blankenship
Asst. Director Adm. & Fin.
Alabama Dept. of Education
State Office Bldg.
Montgomery, Alabama 36104

Criselia Arredondo
Program Specialist
Texas Migrant Interstate Prog.
P.O. Drawer Y
Pharr, Texas 78577

Victor Benavides
Program Specialist
Texas Migrant Interstate Program
P.O. Drawer Y
Pharr, Texas 78577

Debora G. Boeck
Supervisor, Special Education
OSPI
7510 Armstrong Street S.W.
Tumwater, WA 98504

Jaime S. Arredondo
State Director
Montana Migrant Childrens
Education Program
2409 Arnold Lane
Billings, MT 59102

Joseph Bertoglio

7th & D. Street S.W.
Washington, D.C. 20202

Sylvia Bolado
Migrant Counselor
Mission CISD
1116 Conway
Mission, Texas 78572

Ruben Arredondo
Participant
1244 W. Stensbo
Box 7502
Alamo, TX 78516

Raul Besteiro
Superintendent
Brownsville Ind. S.D.
1102 E. Madison
Brownsville, Texas 78520

Richard A. Bove
Chief, Migrant Education
New York State Education Depart.
Washington Avenue
Albany, N.Y. 12234

Larry Ashby
Media Supervisor
Washington State Migrant Ed.
1110 S. 6th
Sunnyside, WA 98944

Ramon Billescas, Jr.
Director Migrant Program (LEA)
P.S.J.A. Schools
Drawer Y
Pharr, Texas

Richard Brautigam
Superintendent
El Centro/Central Union High
School District
1256 Broadway/P.O. Box 647
El Centro, CA 92243

Jack Kornegay
Migrant Director
Perquimans County Schools
P.O. Box 337
Hertford, NC 27944

Ann La Sotta
Teacher
Van Buren Intermediate S.D.
701 S. Paw Paw St.
Lawrence, MI 49064

John La Sotta
Superintendent
Lawton Community Schools
P.O. Box 430
Lawton, MI 49065

Walt Laird
Director Federal Programs
Billings Public Schools, S.D.#2
101 10th Street West
Billings, MT 59102

Dr. Charles A. Landis
Superintendent
Tolleson Union High School Dist.
9419 West Van Buren Street
Tolleson, Arizona 85353

Charles Lane
Director Federal Programs
Kokomo-Center Schools
100 W. Lincoln Rd.
Kokomo, Indiana 46902

James Lehmann
Superintendent
Eagle Pass Independent S.D.
P.O. Box 1409
Eagle Pass, Texas 78852

Robert H. Levy
Coordinator
Migrant Youth Programs
State University of New York
at Oneonta
Oneonta, NY 13820

Leila Lewis
Consultant Career Education
Idaho State Depart. of Ed.
650 West State Street
Boise, ID 83720

Antonio G. Limon
Principal
Mabton High School
P.O. Box 37
Mabton, WA 98935

John Little
Area Coordinator
Marion ESD Migrant Project
3180 Center St. NE
Salem, OR 97301

David A. Lofgren
Principal
Clermont High School
301 East Avenue
Clermont, FL 32711

Augustine Lopez
Recruiter-Coordinator
Montant Mig. Children's Ed. Pro.
2409 Arnold Lane
Billings, MT 59102

Mary Lou Lougheed
Superintendent of Schools
Florida Union Free School

Florida, New York 10921

Yoland McCall
Couselor
Edcouch-Elsa High School
Box 127
Edcouch, TX 78501

Ed McCreary
Migrant Coordinator
Hereford ISD
Box 1698
Hereford, Texas 79045

J. Brent McDonald
Director
Migrant Ed. Resource Center
619 S. Canyon
Nampa, Idaho 83651

Bruce S. McDonald
Area Superintendent
School Board of Palm Beach Co
505 South Congress Avenue
Boynton Beach, Florida 33435

Ed McKinney
Regional Coordinator
MSRTS
Arch Ford Education Bldg.
Little Rock, AR 72201

Larry McMillin
Superintendent
Nampa School District #131
619 S. Canyon
Nampa, Idaho 83651

Stanley Macklin
Assistant Superintendent
Berrien Springs Public School
P.O. Box 130
Berrien Springs, Michigan 49103

Ernest Maestas
Supervisor
Colorado Dept. of Education
201 E. Colfax
Denver, Colorado

Karen Maharg
Local Director
Montcalm Area Institute Schoo
P.O. Box 367
Stanton, MI 48888

Daniel Martinez
Counselor
Mercedes ISD
P.O. Box 419
Mercedes, Texas 78570

Boyd Goodrich
Assistant Superintendent
Nebo School District
350 S. Main
Spanish Fork, Utah 84660

Robert H. Hardy, Jr.
Mgr. Compensatory Education
State Board of Ed. Illinois
100 N. 1st Street
Springfield, Illinois 62777

Sharon Huck
Assist. Supervisor of Migrant Ed.
S.P.I.
7510 Armstrong, S.W.-FG-11
Tumwater, WA 98504

Sidney R. Grande
Superintendent
Antelope Union High School
Rt. 1, Box 26
Wellton, AZ 85356

Linda Haro
Principal
Parlier High School
601 3rd Street
Parlier, CA 93648

William Hulten
Supervisor, ESEA Title I
Supt. of Public Instruction
7510 Armstrong S.W.
Olympia, WA 98504

Edward Griesmer
Associate Dean of Students
State University College
Oweonta, N.Y. 13820

Thomas Hernandez
SCE/Migrant Counselor
La Joya ISD
P.O. Drawer J
La Joya, TX 78572

Bruce Hunter

ECS
1621 Ripon Place
Alexandria, VA 22302

Jorge I. Guerra
Asist. Supt./Business Manager
Rio Grande City CISD
Ft. Ringgold
Rio Grande City, Texas 78582

Juanita Herrera
Migrant Counselor
Pharr-San Juan-Alamo High School
1229 S. I Road
Pharr, TX 78589

George Irby
Supervisor, Migrant Education
State Department of Education
P.O. Box 60
Richmond, Virginia 23216

Lauro Guerra
Executive Director
Region One Ed. Service Center
1900 West Schunior
Edinburg, Texas 78539

Earl Herron
State Coordinator
State Department of Education
215 N. Lee
Altus, Oklahoma 73521

LeRoy Jackson
Program Director
Region One Education Service Ctr.
1900 West Schunior
Edinburg, Texas 78539

Juan Gutierrez
Graphic Artist
Migrant Education of Washington
1110 S. 6th
Sunnyside, WA 98944

Lucas Hinojosa
CAMP Director
Pan American University
1201 W. University Drive
Edinburg, TX 78539

Dewey E. Johnson
Director - H.E.P.
Eastern New Mexico University
Box 6761 ENMU-R
Roswell, New Mexico 88201

Harold Hall
Assistant Principal
Sodus Central School
P.O. Box 220
Sodus, New York 14551

James Hitter
Superintendent/Principal
McLoughlin Union High School
120 S. Main
Milton Freewater, OR 97862

Leon Johnson
Consultant
Migrant Ed. Resource Center
Rt. 1, Box 17
Rupert, Idaho 83350

Rosalind Hamar
Program Development Specialist
N.W. Regional Educational Lab.
300 S.W. 6th Avenue
Portland, Oregon 97204

Harrell Holder
Superintendent
Hereford ISD
Box 1698
Hereford, TX 79045

Ernie Knee
Supervisor Accreditation
State Department of Education
LBJ Bldg.
Boise, Idaho 83720

Frank B. Brouillet
CSSO
Superintendent of Public Instr.
7510 Armstrong RD. S.W.
Tumwater, WA 98504

Robert Brown
Superintendent
Waurika Public School
Box 330
Wauriko, OK 73573

Ronald Burge
Deputy State Supervisor
Oregon Department of Education
700 Pringle Park
Salem, Oregon 97310

Jan Burlison
Consultant
Indiana Dept. of Public Instr.
Room 229 Statehouse
Indianapolis, Indiana 47204

John Buurma
SAC
511 E. Howard St.
Willard, Ohio 44890

Eulalo Calderon, Jr.
Migrant Program Director
San Felipe Del Rio Cons. I.S.D.
100 Memorial Dr.
Del Rio Texas 78840

Donna Caldwell
Supervising Counselor
Umatilla County ESD
P.O. Box 38
Pendleton, OR 97801

Rene Cantu
Counselor
Edinburg High School
801 E. Canton Rd.
Edinburg, TX 78539

Cecil G. Carlton, Jr.
Bureau Chief
Florida Department of Education
Knott Building (1238-B, PTW)
Tallahassee, Florida 32301

Charles Carlton
Director of Federal Projects/
Principal
Warwick Valley Central School
P.O. Drawer E
Warwick, New York 10990

Donald J. Carpenter
Associate State Supt. - SFIS
Idaho State Department of Ed.
650 W. State Street
Boise, Idaho 83720

Roland Capenter
Associate Director
Arkansas Department of Education
Education Bldg. Capitol Mall
Little Rock, Arkansas 72201

John Cassani
Director
Dekalb Area Migrant Ed. Prog.
145 Fisk Avenue
Dekalb, Illinois 60115

Angelita Cerda
Board Members
Ohio Migrant Ed.
64 Belmore
Leipsic, OH 45856

Dolores Chavez
Coord.of Comp Education
East Side Union High S.D.
34304 Silver Creek Rd.
San Jose, CA 95148

Frank Contreras
Director
Migrant Education Program
Texas Education Agency
201 East 11th
Austin, Texas 78701

Charles Conyers
Director, Title I
Department of Education
P.O. Box 60
Richmond, Virginia 23216

Sidney B. Cooper
Deputy Supt. for Instruction
S. C. State Dept. of Education
1010 Rutledge Building
Columbia, South Carolina 29201

David Crandall
Executive Director
The Network, Inc.
290 South Main Street
Andover, Massachusetts 0180

Margaret Crossland
Federal Programs Director
Naches Valley School District #3
P.O. Box 66
Naches, WA 98937

John S. Davis
Chief State School Office
Department of Education
P.O. Box 60
Richmond, Virginia 23216

Willie de la Garza
High School Counselor
Eagle Pass Independent S.D.
P.O. Box 1409
Eagle Pass, Texas 78852

Raúl de la Rosa
State Supervisor
O.S.P.I.
7510 Armstrong St. S.W.
Tumwater, WA 98504

James N. Deaton
Asst. Superintendent
Coolidge Unified School District
P.O. Box 1499
Coolidge, Arizona 85228

Bradley Woodruff
Midwest Director of Youth Prog.
Illinois Migrant Council
202 S. State Street
Suite 1500
Chicago, Illinois 60604

Kent L. Worthington
Administrator, Program Admin.
Utah State Office of Education
250 East Fifth South
Salt Lake City, Utah 84111

Barbara Wyman
"143" Director
State University,
College of Cortland
IETE, Tutorial Outreach
Cortland, NY 13045

Charles H. Yelverton
Superintendent
Duplin County Public Schools
P.O. Box 123
Kenansville, NC 28349

Robert Youngblood
State Director
Dept. of Public Instruction
Raleigh, NC 27611

HANDBOOK WRITTEN BY JIM L. GONZALES, Ph.D.
EDITED & PREPARED BY LINDA ROBERTS, WASHINGTON STATE MIGRANT EDUCATION CENTER
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